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ABSTRACT

The 24th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is organized into four major sections. Section 1 is on context/environment and includes four modules that address special education teacher quality (from the Study of Personnel Needs in Teacher Education (SPeNSE)); costs of special education (from the Special Education Expenditure Project); low income children with disabilities (from the Early Childhood Longitudinal Study--kindergarten class of 1998-99); and use of the developmental delay classification for children ages 3 through 9. Section 2 provides information about student characteristics organized as follows: infants and toddlers; preschoolers; students ages 6 through 21; and individual and household characteristics of high school students with disabilities (from the National Longitudinal Transition Study 2). The four modules of Section 3 examine programs and services for students with disabilities and include quantity and quality of school-passed speech-language pathologists (based on data from SPeNSE); social adaptation and problem behaviors of elementary and middle school special education students (from the Special Education Elementary Longitudinal Study); educational environments (based on state-reported data on service settings), and state and local implementation and impact of IDEA (a view from the field). The final section's three modules report high school graduation rates among students with disabilities, data from the National Early Intervention Longitudinal Study on results experienced by children and families 1 year after beginning early intervention, and state improvement and monitoring. Extensive appendices provide data tables on child count, educational

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environments, personnel, program exiting, discipline, population and enrollment, state grant awards, and early intervention. (Individual sections contain references.) (DB)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-fourth Annual Report to Congress
on the
Implementation of the
Individuals with Disabilities Education Act

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-fourth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

U.S. Department of Education

2002

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Executive Summary

Section I—Context/Environment

The context/environment section includes four modules. The first module presents information from the Study of Personnel Needs in Special Education (SPeNSE). The second provides information from the Special Education Expenditure Project (SEEP). The third module analyzes data from the Early Childhood Longitudinal Study–Kindergarten Class of 1998-99 (ECLS-K) to discuss children with disabilities in low-income families. Developmental delay is the focus of the fourth module.

Special Education Teacher Quality

- SPeNSE was designed to describe the quality of personnel serving students with disabilities and the factors associated with workforce quality.
- SPeNSE data show that the nation's special education teachers, as a group, are highly experienced, averaging 14.3 years of teaching in 1999-2000; 12.3 of those years were spent teaching special education.
- SPeNSE data show that 59% of special education teachers had a master's degree, compared to 49% of regular education teachers.
- SPeNSE data tested five teacher-quality factors: experience, credentials, self-efficacy, professionalism, and selected classroom practices. Experience proved to be the strongest of the factors in this first analysis.

What Are We Spending on Special Education Services in the United States, 1999-2000?

- This module is based on descriptive information derived from SEEP.
- Data from SEEP indicate that the total spending to educate the average student with a disability amounts to $12,639. Total special education spending alone accounts for 13.9% of the $360.6 billion total spent on elementary and secondary education in the United States.

- In constant dollars, total spending on special education (excluding Other Special Needs Program Services) has increased from an average of $9,858 per pupil in 1985-86 to $12,474 in 1999-2000, an annualized growth rate of 0.7%.

- During the 1999-2000 school year, over 80% of total special education expenditures were allocated to direct instruction and related services.

Children With Disabilities in Low-Income Families: An Analysis of Data From the ECLS-K

- Child poverty has implications for the field of special education because it can affect children's health and behavior, as well as their cognitive development and academic achievement.

- A third of mothers of poor children with individualized education programs (IEPs) did not finish high school, compared with 7% of mothers of nonpoor children with IEPs.

- While single parenthood and lower parental educational attainment are by no means found exclusively among poor families, these demographic characteristics are strongly associated with poverty.

- Poverty alone had a negative effect on teacher ratings of approaches to learning.

Use of the Developmental Delay Classification for Children Ages 3 Through 9

- The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 expanded the age range to which developmental delay may apply to cover ages 3 through 9. By 2000-01, 20 states had expanded their age range above age 5, although not necessarily for the entire 6-through-9 age range.

- States report that using developmental delay through age 9 allows for continuity of services throughout the developmental years without a stigmatizing label that may be associated with a specific disability category.

- State-reported data suggest that there has been no surge in the number of children reported to be receiving services under IDEA and that use of the developmental delay option steadily decreases as chronological age increases.

Section II—Student Characteristics

This section contains information about the characteristics of children and students receiving services under IDEA. The populations reported are children and families entering early intervention, preschoolers, and students ages 6 through 21. Data from the National Longitudinal Transition Study 2 (NLTS2) make up the final module.

Infants and Toddlers Served Under IDEA

- According to the 2000 child count data, 63% of the children served under Part C were classified as White (non-Hispanic); 17% were Hispanic; 16% were Black (non-Hispanic); 4% were Asian/Pacific Islander; and 1% were American Indian/Alaska Native.
- During the 1999-2000 reporting period, states reported that 68% of all early intervention services took place in the home, compared with 63% served in 1998-99 and 53% in 1995-96, before enactment of the IDEA Amendments of 1997.
- During this second year of collecting exit data, states continued to report eligibility for Part B as the most common reason for exit.

Preschoolers Served Under IDEA

- For the 2000-01 school year, states reported serving 599,678 children ages 3 through 5 with disabilities under IDEA, up from 589,134 in 1999-2000.
- Speech or language impairment was the most prevalent disability category, accounting for 55.2% of all preschoolers served in 2000-01.
- White (non-Hispanic) preschoolers were overrepresented in the Part B population. Asian/Pacific Islander and, especially, Hispanic children were underrepresented among the preschoolers served under IDEA.

Students Ages 6 Through 21 Served Under IDEA

- The 5,775,722 students ages 6 through 21 served under Part B represented 8.8% of the U.S. resident population in 2000-01.
- Specific learning disabilities, speech or language impairments, mental retardation, and emotional disturbance continued to account for the majority of students served under IDEA.

- White students made up 62.3% of the students served; 19.8% were Black; 14.5% were Hispanic; 1.9% were Asian/Pacific Islander; and 1.5% were American Indian/Alaska Native.

- In 2000-01, the rank ordering of the top five disability categories was nearly identical for all racial/ethnic groups; however, students from some racial/ethnic groups were overrepresented or underrepresented in specific disability categories when compared with the IDEA student population as a whole.

A Changing Population: Individual and Household Characteristics of High School Students With Disabilities

- This study, which is modeled on NLTS, will follow secondary-school-age students through their mid-20s, collecting data on their secondary school experiences and achievements and how those influenced their postschool outcomes.

- The population of high school students receiving special education in 2001 more closely mirrored the racial/ethnic distribution of the general population than had been true in 1987.

- High-school-age students with disabilities in 2001 were first identified as having a disability or delay significantly earlier than were their peers in 1987.

- The decline in the average age at first identification of a disability that was noted for students with disabilities as a whole resulted from statistically significant reductions in age for students in four disability categories—learning disabilities, emotional disturbance, and orthopedic and other health impairments—ranging from almost 10 to 18 months.

Section III—Programs and Services

The four modules in the section examine some of the programs and services available within schools for children and youth with disabilities and their families. The first module uses data from SPeNSE to discuss the quantity and quality of school-based speech-language pathologists. The module on social adaptation and problem behaviors of elementary and middle school students receiving special education reports data from the Special Education Elementary Longitudinal Study (SEELS). The next module, educational environments, contains state-reported data on the settings in which children and youth receive services. The last module in this section describes SLIIDEA (State and Local Implementation and Impact of IDEA) and presents preliminary findings.

Ensuring an Adequate Supply of High-Quality, School-Based Speech-Language Pathologists

- Because so many students with disabilities require speech-language services, ensuring an adequate supply of high-quality speech-language pathologists is crucial to the success of the students served under IDEA.
- Having an adequate supply of school-based speech-language pathologists is as important as the quality of those available because shortages typically force administrators to hire less qualified individuals.
- Speech-language pathologists devoted an average of 7.1 hours per week to completing paperwork, 4.6 hours per week to preparing services, 1.8 to sharing expertise with colleagues, 1.7 to reading background material, and 0.9 hours per week to communicating with parents.
- School-based speech-language pathologists rated their skills in a few areas as relatively low, suggesting a need for professional development in using technology in instruction, accommodating diverse students' needs, supervising paraprofessionals, using literature to address problems, and managing student behavior.

Social Adaptation and Problem Behaviors of Elementary and Middle School Students Receiving Special Education

- The importance of behavior itself as an outcome, as well as its role as a mediating factor in many other important outcome domains, made it a priority area to address in OSEP's national assessment, including SEELS.
- SEELS data showed that students with learning, speech, hearing, vision, and orthopedic impairments received positive marks from parents and teachers in assertion, self-control, and cooperation.
- Social development is a key outcome for many students with disabilities, and concerns about school safety and discipline generally have been increasing in recent years.
- According to parents, 14% of students with disabilities in elementary and middle school had been expelled or suspended at some point in their school careers.

Educational Environments for Students With Disabilities

- In 1999-2000, 95.9% of students with disabilities were served in regular school buildings; of those students, 47.3% were served outside of the regular classroom for less than 21% of the school day.
- Students with low-incidence disabilities are less likely to spend the majority of their school day in the regular classroom, while the majority of students with learning disabilities and speech language impairments are served in the regular classroom.
- It is possible that the differences in placement by race/ethnicity may reflect the disproportional representation of some minority groups in disability categories that are predominantly served in more restrictive settings.

Study of State and Local Implementation and Impact of the Individuals With Disabilities Education Act: A View From the Field of District Implementation

- SLIIDEA's charge is to understand both the implementation and impact of policy changes made in the IDEA Amendments of 1997 at the state, district, and school levels.
- The SLIIDEA study is collecting data over a 5-year period by means of mail surveys at the state, district, and school levels and through focus studies of the implementation of IDEA in selected school districts.
- Districts that showed evidence of use of a comprehensive range of implementation tools, a consistent relationship between stated policies and activities, consistency across stakeholders on the knowledge base and skills required for implementation, and stakeholder satisfaction were more likely to have fewer students living in poverty, be smaller, and be suburban.

Section IV—Results

This section of the annual report contains three modules. The modules describe high school graduation among students with disabilities, data from the National Early Intervention Longitudinal Study on the results experienced by children and families 1 year after beginning early intervention, and state improvement and monitoring activities.

High School Graduation Among Students With Disabilities

- In 1999-2000, the standard diploma graduation rate for students with disabilities age 14 and older was 56.2%.
- The graduation rate was highest, and the dropout rate lowest, for White and Asian/Pacific Islander students.
- Improvements in the dropout rate took place in almost every disability category, most notably among students with speech/language impairments, specific learning disabilities, orthopedic impairments, hearing impairments, and emotional disturbance.

Results Experienced by Children and Families 1 Year After Beginning Early Intervention

- Children in all age groups are advancing developmentally, with significantly higher percentages of children in each group showing mastery of selected milestones 1 year after entering early intervention.
- Notably, for all four age groups, after 1 year, significantly more families felt confident about their ability to help their child learn and develop.
- Families report that their child's communication and motor skills have improved, and over two thirds of families report that early intervention has had a lot of impact on the child's development.
- Families of nearly all children in early intervention reported that their children had a place to go for regular medical care; there has been no change in this variable since the first year in early intervention.

State Improvement and Monitoring

- OSEP has redesigned its accountability system into a Continuous Improvement Monitoring Process (CIMP) that incorporates strategies designed to foster greater state accountability, increase parental involvement, establish a data-driven process to inform improvement planning, and ensure public awareness and dissemination.
- OSEP is assisting states in completing self-assessments, designing and implementing effective improvement plans, and obtaining data to support program accountability.

- OSEP is working with states to develop procedures leading to effective transition, including the development of shared data systems to track children as they move through transition activities.

- Implementation of the CIMP has increased accountability of states, ensured public involvement and input, focused on processes with the strongest relationship to positive results, created mechanisms for making data-driven decisions, and increased emphasis on improving results for children with disabilities and their families.

I. CONTEXT/ENVIRONMENT

Special Education Teacher Quality

What Are We Spending on Special Education Services in the United States, 1999-2000?

Children With Disabilities in Low-Income Families: An Analysis of Data From the ECLS-K

Use of the Developmental Delay Classification for Children Ages 3 Through 9

Special Education Teacher Quality

Recent Federal legislation has been peppered with references to teacher quality and its importance in improving educational outcomes. The No Child Left Behind Act, which President Bush signed into law in January 2002, includes grants to assist public agencies in enhancing students' academic achievement by increasing teacher quality and the number of highly qualified teachers. In amending the Individuals with Disabilities Education Act (IDEA) in 1997, Congress reasserted its support for professional development activities to give teachers the knowledge and skills they need to help students meet challenging educational goals and lead productive, independent adult lives (§601(c)(5)).

Over the past 20 years, a consensus has gradually emerged that teacher quality is best measured by student achievement, and previous research shows that the quality of children's teachers significantly influences their achievement. In a Tennessee-based study, Sanders and Rivers (1996) found that, on average, the least effective teachers in one district produced annual gains of roughly 14 percentile points among low-achieving students, while the most effective teachers produced gains of 53 percentile points. Furthermore, they reported that the effects of teachers were long term: 2 years after having a particularly weak or strong third-grade teacher, student achievement was still affected. The researchers concluded that students with similar initial achievement levels have "vastly different academic outcomes as a result of the sequence of teachers to which they are assigned" (p. 6). Similar results have been documented in Dallas and Boston (Bain et al., as cited in Haycock, 1998; Jordan, Mendro, & Weerasinghe, 1997).

However, these studies leave many questions unanswered. They do not indicate what teacher practices, attitudes, or attributes account for differences in student outcomes. In addition, the studies have been conducted in regular education rather than special education. High-quality special educators may possess knowledge and skills not required of high-quality general educators. Moreover, because special education teachers often serve a supporting rather than a primary role in delivering instruction, their influence on student achievement may be indirect or intermingled with that of regular education teachers.

Study Methods

The Study of Personnel Needs in Special Education (SPeNSE), conducted by Westat under contract with the U.S. Department of Education's Office of Special Education Programs (OSEP), was designed to describe the quality of personnel serving students with disabilities and the factors associated with workforce quality.[1] It included telephone interviews with a nationally representative sample of 358 local administrators and 8,061 service providers, including special and regular education teachers, speech-language pathologists, and special education paraprofessionals.[2] This module summarizes results from SPeNSE on special education teacher quality.

Before we can answer questions about the quality of the nation's special education teachers, we must first explore further what we mean by a high-quality teacher. Teacher quality is a highly complex construct. As such, it cannot be defined or measured through one or two variables. Rather, many different beliefs, attributes, and experiences, and the behaviors that result from those beliefs, attributes, and experiences, interact as indicators of teacher quality.

SPeNSE researchers used factor analysis to explore the extent to which the data reported by special education teachers supported previous theoretical and empirical work on teacher quality and to derive a teacher-quality measure. Factor analysis manipulates a large set of variables and groups them into a smaller number of factors that contain most of the information inherent in the original variables, making the data easier to analyze and interpret. In this analysis, LISREL was used to conduct a confirmatory factor analysis, meaning the factors were determined a priori.

Limitations of SPeNSE for Measuring Teacher Quality

It is important to note from the outset that there were several limitations for measuring teacher quality using the SPeNSE data. First, in regular education, strong verbal and math skills have been associated with student achievement. For example, in studies in Texas and Alabama (Ferguson, 1991; Ferguson & Ladd, 1996), higher scoring teachers were more likely than their lower scoring colleagues to produce significant gains in student performance, when teachers were assessed on a basic literacy test or the American College Test (ACT). While SPeNSE interviews included a few items on teachers' test participation and performance, specifically with regard to tests for certification or licensure, an insufficient number of special education teachers took those tests to include the items in the factor analysis. Furthermore, the missing data were not random. Because tests for certification have become more prevalent in recent years, teachers who took them had significantly fewer years of teaching experience than those who did not. This precluded entering teachers' years of experience and test performance in the same model. Consequently, we cannot speak to verbal ability specifically, or tested ability more generally, as a component of teacher quality.

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[1] For more information on the SPeNSE study design and results, go to www.spense.org.

[2] SPeNSE data were weighted to generate national estimates.

Second, if growth in student achievement is the ultimate measure of teacher quality, the validity of the SPeNSE model can only be tested through a confirmatory analysis using a data set that contains relevant information on special education teachers and the achievement of the students they serve. The SPeNSE data set does not include student achievement data. As such, this analysis and its results should be considered exploratory. Despite its limitations, it may further the dialogue on ways to identify, prepare, and retain high-quality teachers. It represents a first step in the exploration of special education teacher quality. At the end of this module, plans for further research are described.

Correlates of Teacher Quality

Using the SPeNSE data on special education teachers, five teacher-quality factors were tested. They were:

- experience,
- credentials,
- self-efficacy,
- professionalism, and
- selected classroom practices.

Table I-1 includes a brief description of the variables included in each of the teacher-quality factors. At the end of this module, a table lists factor loadings for each variable and the amount of variance explained by the factor.

This next section presents descriptive information on the variables that were important in the factor analysis on special education teacher quality. This information provides a context for understanding the results of the factor analysis and the resulting factor scores. Where appropriate, we summarize previous research related to the relationship between the factor in question and student achievement.

Factor 1: Experience

Over the past 20 years, research has shown a consistent, positive relationship between teachers' experience and student achievement (Biniaminov & Glasman, 1983; Lopez, 1995; Murnane, 1981) at the individual, classroom, school, and district

Table I-1
Variables Included in the Five Teacher-Quality Factors

Factor 1: Experience. This factor included two variables—years teaching and years teaching special education. The factor loadings for the two experience variables are close to 1, which is very high. This means that the factor explains most of the variance.

Factor 2: Credentials. This factor included three variables: level of certification (none, emergency, certified out of field, fully certified for position); number of fields in which teachers were certified; and highest degree earned. In defining the credential factor, level of certification was most important. The variable that measured the number of fields in which teachers were certified was least important, with its variance largely unexplained.

Factor 3: Self-efficacy. This factor included three variables. The first was a scale on special education teachers' perceptions of their skill in completing a variety of tasks related to their work, such as using appropriate instructional techniques, managing behavior, monitoring student progress and adjusting instruction accordingly, and working with parents. The second was teachers' assessment of their overall performance as a teacher. The third summarized several items designed to measure teacher beliefs (e.g., *If you try hard you can get through to even the most difficult student)*. The factor loadings for all three self-efficacy variables were reasonably high.

Factor 4: Professionalism. This factor included three variables: the number of professional journals teachers read regularly, the number of professional associations to which they belonged, and the number of times per month that colleagues asked them for professional advice. The three variables have moderate and more or less equal factor loadings; their variances are largely unexplained.

Factor 5: Selected classroom practices. This factor included four variables. Three of them were scale scores for the frequency with which special education teachers reported using specified best practices in teaching reading, managing behavior, and promoting inclusion. The fourth was a variable on the extent to which teachers individualized reading instruction. The reading scale and the inclusion scale have reasonable factor loadings. The other variables, although significant, have small factor loadings.

Source: Study of Personnel Needs in Special Education.

levels (Ferguson, 1991; Murnane, 1981; Turner & Camilli, 1988; Wendling & Cohen, 1980). Ferguson (1991) found that students in districts with more experienced teachers performed better after controlling for many other factors. The percentage of a district's teachers with 5 to 9 or 9 or more years of experience explained more than 10% of the between-district variance in student test scores. For elementary school teachers, experience beyond 5 years did not contribute to enhanced achievement, but it did for high school teachers.

Based on studies of classes and schools in two U.S. cities, Murnane (1981) reported that teachers with 3 to 5 years of experience were more effective than those with fewer than 3 years of experience. He found that classes with teachers who had 3 to 5 years of teaching experience averaged 2 to 3 months more reading progress in second grade than did classes with first-year teachers. Differences in math achievement were even greater.

SPeNSE data show that the nation's special education teachers, as a group, are highly experienced, averaging 14.3 years of teaching in 1999-2000; 12.3 of those years were spent teaching special education. This compares with SPeNSE estimates of 15.5 years of teaching experience for the nation's regular education teachers.

Factor 2: Credentials

The two components of the teacher credential factor were certification and teachers' level of education. There has been considerable debate in the literature about the importance of certification as a component or measure of teacher quality (Abell Foundation, 2001; Ballou & Podgursky, 1998; Darling-Hammond, 2000; Goldhaber & Brewer, 2000). Results of research on the relationship between student achievement and teacher certification have been ambiguous. Lopez (1995) found that teacher certification did not affect student achievement. However, Goldhaber and Brewer (2000) found that having a teacher who had standard certification had a statistically significant positive effect on 12th-grade test scores in math compared to teachers with private school certification or no certification in mathematics. They also reported that students assigned to mathematics and science teachers with emergency certification did no worse than students assigned to teachers with standard certification after controlling for many other factors. Darling-Hammond (2000) found that the proportion of a state's teachers with full state certification and a major in their teaching field was a significant predictor of student achievement at the state level.

SPeNSE data indicate that nationwide, 92% of special education teachers were fully certified for their main teaching assignment. Of those who were not fully certified, 1.5% did not have any teaching certificate or license, 4.8% had only an emergency certificate, and 2.0% were fully certified in a position other than their main assignment or in another state. Certification issues were most prevalent among less experienced teachers and teachers of students with emotional disturbance (ED). Only 71% of teachers with fewer than 3 years of experience were fully certified for their positions, compared to 94% of those with 3 or more years' experience. Eighty-four percent of all ED teachers were fully certified for their positions.

Results of previous studies have been ambiguous about a relationship between teacher level of education and student achievement (Darling-Hammond, 2000; Ferguson, 1991; Goldhaber & Brewer, 1997; Hedges, Laine, & Greenwald, 1994; Wenglinsky, 2000). Darling-Hammond (2000) reported that the percentage of a state's teachers with a master's degree was a weak but significant predictor of student achievement. In SPeNSE, teacher's level of education was significantly and moderately associated with the credentials factor. SPeNSE data show that 59% of special education teachers had a master's degree, compared to 49% of regular education teachers.

Factor 3: Self-Efficacy

Teacher self-efficacy[3] has repeatedly predicted student achievement and other important student outcomes despite inconsistencies in the instruments used to measure self-efficacy and the tests used to measure student achievement (Ashton & Webb, 1986; Midgley, Feldlaufer, & Eccles, 1989; Moore & Esselman, 1992; Ross, 1992. Gibson and Dembo (1984) found that teachers with high self-efficacy behaved differently from their colleagues. They more often persisted with struggling students and less often criticized students who answered incorrectly. Bender and Ukeje (1989) found that teachers with high self-efficacy were more likely to use effective instructional practices, and Landrum and Kaufman (1992) found that colleagues of regular education teachers with high self-efficacy perceived these teachers to be more capable of teaching students with behavior disorders.

Overall, special education teachers reported high levels of self-efficacy in SPeNSE. They agreed to a moderate/great extent that they had the preparation and experience to deal with most of their students' learning problems, that they dealt successfully with their students' behavior problems, and that they made a significant difference in their students' lives. They were slightly less likely to agree that if they tried hard, they could get through to even the most difficult or unmotivated students, or if their students mastered a new concept quickly, it was probably because they knew how to teach it. In rating their overall job performance, 62% said *very good*, and 20% said *exceptional*.

Special education teachers reported being highly skilled in many specific tasks required in their work, including planning effective lessons, managing behavior, using appropriate instructional techniques, and working with parents. They considered themselves relatively less skilled in using technology in instruction and accommodating culturally and linguistically diverse students' instructional needs.

Factor 4: Professionalism

Reading professional journals and belonging to professional associations may help teachers stay abreast of developments in the field and promote a sense of community among educators. However, rather than being a direct measure of teacher quality, professionalism is likely a proxy for attitudinal differences among educators, such as professional identity, commitment to teaching, or an orientation toward life-long learning.

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[3] Brownell and Pajares (1999) defined teacher efficacy as "situation-specific 'perceptions of their own teaching abilities'. . .contextual judgments of their capability to succeed in particular instructional endeavors" (p. 154).

Professionalism from the SPeNSE factor analysis is loosely aligned with the concept of the professional teacher described by Murnane and Raizen (1988). Their professional teacher is knowledgeable about the subject matter, is intellectually curious, can modify curricula to best benefit students, and is a life-long learner. The authors also mention involvement in professional associations and work on publications as activities appropriate for the professional teacher (Murnane & Raizen, 1988).

SPeNSE found that the typical special education teacher reads one professional journal on a regular basis and belongs to one professional association. While professional activities emerged as a strong factor in SPeNSE, no research has been identified to support or refute the theory that students of teachers who read professional journals and belong to professional associations have better rates of academic achievement.

Factor 5: Selected Classroom Practices

Classroom practices are basic to teacher quality because interactions between teachers and their students directly affect the outcome of interest—improved student achievement. Process-product research has shown that specific teaching practices are related to student achievement (Pressley, Wharton-McDonald, Allington, Block, & Morrow, 1998; Wenglinsky, 2000). However, specific practices may also have their limits as indicators of teacher quality because good teaching requires using a variety of strategies, depending on the instructional context (Murnane & Raizen, 1988). This may be especially true in special education, where flexibility and individualization of instruction are especially important.

SPeNSE did not measure classroom practices through direct observation. Rather, it relied on self-reports of the use of various classroom practices. SPeNSE gave particular attention to five instructional areas: teaching reading, managing behavior, facilitating secondary transition, teaching English language learners (ELLs), and promoting inclusion.[4] Two of the instructional areas, teaching ELLs and facilitating secondary transition, were excluded from this factor analysis because the items were inappropriate for many of the respondents due to the types of students they taught. Teachers' responses on the frequency with which they used various classroom practices were combined into scales for teaching reading, managing behavior, and promoting inclusion. On average, special education teachers reported using all three categories of classroom practices (i.e., teaching reading, managing behavior, and promoting inclusion) to a moderate extent.

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[4] In each of these professional areas, service providers were asked the extent to which they used various best practices identified by experts in the field. For example, 12 instructional practices were listed for teaching reading, and respondents were asked, for each of the 12, whether they use that approach *not at all*, *to a small extent*, *to a moderate extent*, or *to a great extent*. Scale scores were created by combining responses to those items that were highly correlated.

Most of the individual items included in the SPeNSE classroom practice scales have documented links to student achievement. For example, the reading scale included questions about how often teachers asked their students to practice phonics or phonemic skills, systematically learn vocabulary, study the style or structure of a text, summarize what they had read, and read aloud. Previous research consistently links these practices with improvements in reading achievement (Pressley et al., 1998; U.S. Department of Health and Human Services, 2000).

Positive behavioral supports, which use ". . . long-term strategies to reduce inappropriate behavior, teach more appropriate behavior, and provide contextual support necessary for successful outcomes" (Warger, 1999, p. 1), have been associated with reductions in problem behaviors, increases in instructional time, and enhanced academic achievement (Pressley et al., 1998; Sugai & Horner, 2001). Many of the items included in the best practice scale for managing behavior are associated with research on positive behavioral supports, including teaching social skills, using tangible and social acknowledgements for appropriate behavior, giving in-class time-outs, and conducting functional behavioral assessments.

The goals of including students with disabilities in classes with their nondisabled peers are often social and functional as well as academic. Studies have linked the use of co-teaching models, in which special and general educators teach classes together, with enhanced social skills and academic achievement for low-achieving students (Pugach & Wesson, 1995; Walther-Thomas, 1997). However, most of the literature on inclusion does not attempt to associate student outcomes with specific teaching practices used in inclusive schools and classrooms. Consequently, the connection between student achievement and the items in the SPeNSE best practice scale on inclusion is tenuous.

An Aggregate Teacher-Quality Measure

In an attempt to derive a single measure of teacher quality, SPeNSE researchers conducted a second-order factor analysis in which the first-order factors (experience, credentials, self-efficacy, professionalism, and selected classroom practices) were combined to generate a single teacher-quality factor. In the aggregate teacher-quality measure, professionalism was the most important factor, followed by self-efficacy. The other three were almost equal, with moderate factor loadings. The results suggest that each of the five teacher-quality factors is an important component of an aggregate teacher-quality measure and should be considered in future research on teacher quality.

SPeNSE analyses suggest that complex measures are required for assessing whether teachers are of high quality or for comparing workforce quality across schools, districts, or states. SPeNSE also suggests that teacher attitudes, such as self-efficacy or an orientation toward life-long learning, may be important areas of research in teacher quality. In particular, the professionalism factor requires further exploration to determine its component parts and their relationship to teacher quality and student achievement. It may be equally important to learn whether teacher attitudes linked to student achievement are relatively stable aspects of a teacher's personality or whether they can be taught during preservice preparation and, if so, how that is best accomplished.

Next Steps: Testing the Model Using Student Achievement Data

OSEP has a unique opportunity to test the validity of the teacher-quality model described in this module. The Special Education Elementary Longitudinal Study (SEELS), which is being conducted by SRI International under contract with the U.S. Department of Education, will provide nationally representative data on students with disabilities, including their academic achievement and the characteristics of their language arts teachers. Through a coordinated set of analyses using data from SPeNSE and SEELS, researchers will study the influence of teacher characteristics on the academic achievement of students with disabilities.

Researchers will develop multivariate models that explore the relationship between teacher characteristics, such as years of experience, certification status, level of education, self-efficacy, and practices for teaching reading,[5] and student achievement, while controlling for other known correlates of student achievement (e.g., parents' education, family income, and school size). Several different models will be developed. Some will include individual teacher characteristics, like those specified; others will include an aggregate teacher-quality measure that combines these various teacher characteristics into a single variable.

It is likely that the quality of the special education teachers in a given school or district may be affected by many variables. These variables may include preservice preparation that provides future teachers with the knowledge and skills needed in the classroom, personnel policies that help administrators recruit and retain high-quality staff, continuing professional development that hones teachers' skills, and working conditions that facilitate the teaching and learning process. These influences may also affect the quality of the workforce nationwide through the career choices people make. For example, if salaries in teaching are not competitive with those in other professions, talented young adults may chose alternative careers, and experienced teachers may leave teaching for higher paying positions in other fields.

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[5] SEELS did not include questions on facilitating inclusion, managing behavior, or professional activities.

Local, state, and Federal policymakers and administrators of teacher preparation programs must make difficult choices about how to allocate their financial and personnel resources to greatest effect. It is important for them to know what changes in policy and practice are most effective for improving teacher quality in special education. If the SPeNSE teacher-quality model is confirmed in SEELS, researchers will try to address these issues by exploring conditions and experiences associated with high-quality teachers. Such research would yield information on issues such as the role of professional development in enhancing teacher quality, the influence of salary and other forms of compensation on teacher quality, and the relationship between preservice program characteristics and teacher quality.

Summary

The initial SPeNSE factor analysis tested experience, credentials, self-efficacy, professionalism, and selected classroom practices. Experience proved to be the strongest of the factors in this first analysis, with the highest factor loadings. Researchers then conducted a second-order factor analysis in an attempt to derive a single, aggregate measure of teacher quality. The second analysis indicated that professionalism, as defined by a finite set of professional activities, was the most important factor in the aggregate measure, followed by self-efficacy. The three remaining factors had moderate and nearly equal factor loadings. The results of the second analysis suggest that all five of the teacher-quality factors are important components of the aggregate teacher-quality measure.

Attempts to use SPeNSE data to measure teacher quality have several limitations. However, these exploratory analyses are an important first step in measuring special education teacher quality. Future analyses of SPeNSE data in conjunction with SEELS data will test the validity of the SPeNSE teacher-quality model and shed new light on how teacher characteristics influence the academic achievement of students with disabilities.

Appendix
Factor Loadings and Model Fit Statistics

The factor loadings range from –1 to 1. The size indicates the relative importance of each variable among those variables that define the factor. The factor loadings are the correlations between the variables and the factor. Their squares tell how much variance is explained by the factor. For example, if a factor loading of a variable is 0.5, then 25% of its variance is explained by the factor.

Factor Loadings of the First-Order Factors[a]

Variable	Variable description	Factor loadings					Error variance
		Exper	Cred	Self-ef	Prof	Pedag	
SYEARTCH	Years teaching	.986					0.03
SYEARSSE	Years teaching in special education	.908					0.18
D2CERT	Level of certification		.560				0.69
DHIGHED	Highest degree earned		.367				0.88
DCNTCERT	Number of fields in which certified		.181				0.97
SEFF[b]	Score on the Gibson & Dembo self-efficacy scale			.510			0.73
DOVERALL	General self-assessment of performance as a teacher			.682			0.53
DSKILLSE	Scale combining self-assessment on specific professional skills, a subset of those in the CEC Standards for Entry into Practice			.768			0.40
SJOURNALS	# professional journals teachers read regularly				.301		0.90
SASSOCIA	# professional associations to which teachers belong				.333		0.89
DRADVICE	Times per month teachers are asked for professional advice from colleagues				.331		0.89
DREADSP	Frequency with which teachers reported using identified best practices to teach reading					.504	0.75
DINDIV	Extent to which teachers individualized reading instruction					.163	0.90
DMANAGS2	Frequency with which teachers reported using identified best practices to manage behavior					.295	0.92
DINCLUS2	Frequency with which teachers reported using identified best practices to promote inclusion					.523	0.72
DREMAIN	Plans to remain in teaching special education						
SFARRELO	Distance teacher relocated to accept current position						
SKNOWCUL	Extent to which teachers know the cultures of the students in their school						

[a] All variables with significant factor loadings in LISREL were retained.

[b] This variable was itself derived through a factor analysis of individual items in the Gibson & Dembo self-efficacy scale.

Source: Study of Personnel Needs in Special Education.

Factor Loadings of the Second-Order Factor

Factor: Teacher Quality

Variable	Factor Loading	Error Variance
EXPERIENCE	0.400	0.84
CREDENTIALS	0.414	0.83
SELF-EFFICACY	0.874	0.24
PROFESSIONALISM	0.924	0.15
SELECTED CLASSROOM PRACTICES	0.441	0.81

Source: Study of Personnel Needs in Special Education.

Model Fit Statistics

The following model fit statistics show that the model fit was adequate. However, some error terms were correlated, and the model included the correlated error terms.

Root Mean Square Error of Approximation (RMSEA) = 0.0414
90 Percent Confidence Interval for RMSEA = (0.0319 ; 0.0509)
P-Value for Test of Close Fit (RMSEA < 0.05) = 0.930

Comparative Fit Index (CFI) = 0.965
Root Mean Square Residual (RMR) = 0.0412
Standardized RMR = 0.0413
Goodness of Fit Index (GFI) = 0.967

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What Are We Spending on Special Education Services in the United States, 1999-2000?[1]

This module is based on descriptive information derived from the Special Education Expenditure Project (SEEP), a national study conducted by the American Institutes for Research (AIR) for the U.S. Department of Education, Office of Special Education Programs. SEEP is the fourth project sponsored by the U.S. Department of Education to examine the nation's spending on special education and related services (Kakalik, Furry, Thomas, & Carney, 1981; Moore, Strang, Schwartz, & Braddock, 1988; Rossmiller, Hale, & Frohreich, 1970).

This module provides basic summary information on the following issues for the 1999-2000 school year:

- What are we spending on special education services for students with disabilities in the United States?
- How do special and regular education expenditures compare?
- How has special education spending changed over time?
- What are the components of special education spending?
- What are we spending on transportation services for students with disabilities?
- What are we spending on identification and due process for students with disabilities?

A Conceptual Framework for Analyzing Special Education Spending

Before presenting the numbers, it is important to distinguish between *total special education spending* and *total spending to educate a student with a disability*. *Total special education spending* includes amounts used to employ special education teachers, related service providers, and special education administrators, as well as spending on special transportation services and nonpersonnel items (e.g., materials, supplies, technological supports) purchased under the auspices of the special education program. Some portion of special education spending is used for instructional services that normally would be provided as part of the general education curriculum offered to regular education students.

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[1] A longer article with greater detail can be found at: www.seep.org/results.html. The article is titled "What Are We Spending on Special Education Services in the United States, 1999-2000? Advanced Report #1."

In contrast to total special education spending, ***total spending to educate a student with a disability*** encompasses *all* school resources, including both special and regular education and other special needs programs, used to provide a comprehensive educational program to meet student needs. Most students with disabilities spend substantial amounts of time in the regular education program and benefit from the same administrative and support services as all other students.

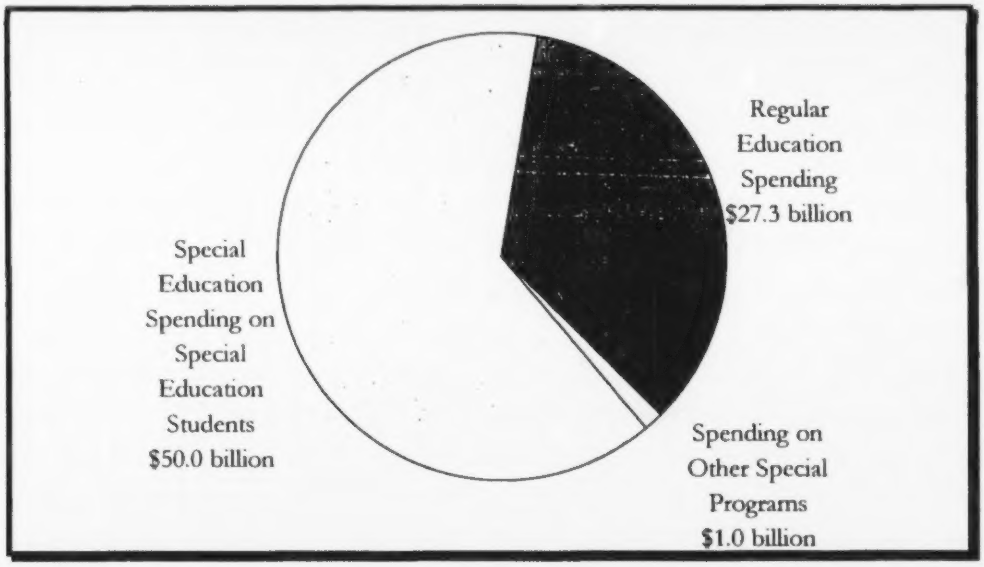
The additional expenditure attributable to special education students is measured by the difference between the total spending to educate a student with a disability and the total spending to educate a regular education student (i.e., a student with no disabilities or other special needs). This concept of additional expenditure emphasizes that what is being measured is a reflection of actual spending patterns on special and regular education students and not a reflection of some ideal concept of what it should cost to educate either student. The numbers presented in this report represent "what is" rather than necessarily "what ought to be."

This report uses the term expenditure instead of cost to emphasize the fact that all that is being measured is the flow of dollars. The word cost, in contrast to expenditure, implies that one knows something about results. To say it cost twice as much to educate a special versus a regular education student implies that one is holding constant what is meant by the term "educate." All of the studies (including the present study) are focused on expenditures with no implications about the results. The expenditure figures presented represent an estimate of the current behavior of the schools and districts across the nation and imply nothing about what spending is required to provide similar results for students with disabilities.

Total Spending on Students With Disabilities

During the 1999-2000 school year, the United States spent about $50 billion on special education services. Another $27.3 billion was expended on regular education services, and an additional $1 billion was spent on other special needs programs (e.g., Title I, English language learners, or Gifted and Talented Education) for students with disabilities eligible for special education. Thus, total spending to educate all students with disabilities found eligible for special education programs amounted to $78.3 billion (see Figure I-1).

Figure I-1
Total Spending on Students With Disabilities Who Are Eligible for Special Education Services in the United States, 1999-2000

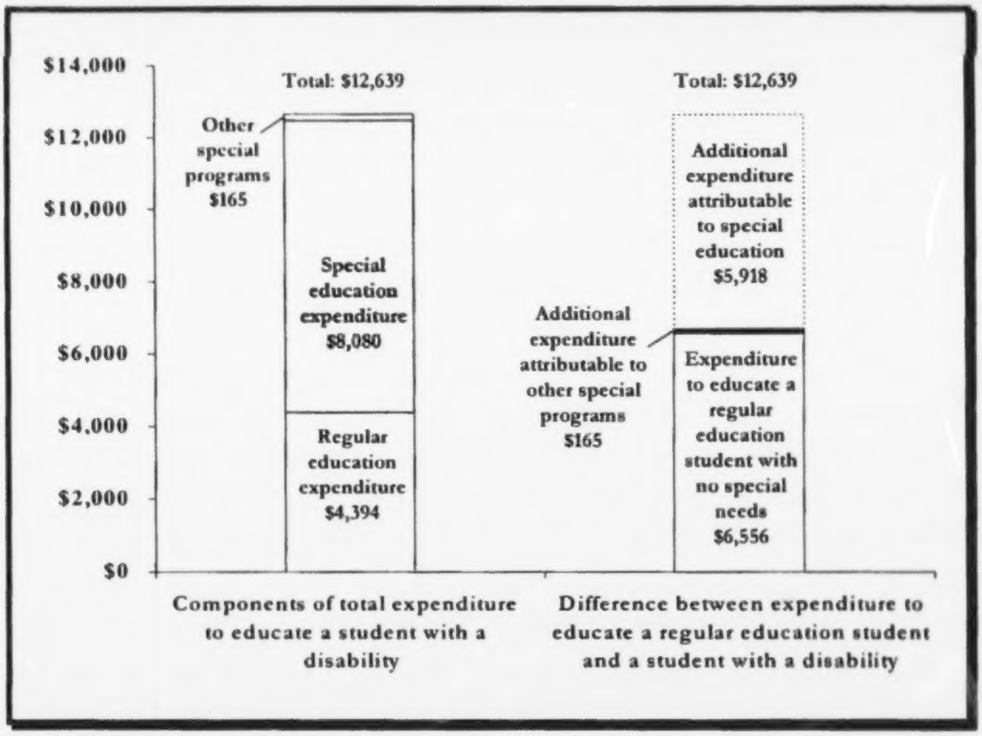


Source: Special Education Expenditure Project.

In per-pupil terms, the total spending used to educate the average student with a disability amounts to $12,639 (see Figure I-2). This amount includes $8,080 per pupil on special education services, $4,394 per pupil on regular education services, and $165 per pupil on services from other special need programs (e.g., Title I, English language learners, or Gifted and Talented Education). The total including only the regular and special education services amounts to $12,474 per pupil.

Based on these figures, the total spending to educate students with disabilities, including regular education, special education, and other special needs programs combined, represents 21.4% of the $360.6 billion total spending on elementary and secondary education in the United States. Total special education spending alone accounts for 13.9% of total spending.

Figure I-2
Calculation of Additional Expenditure on a Student With a Disability, 1999-2000



Source: Special Education Expenditure Project.

Additional Expenditure To Educate a Student With a Disability

How much more is being expended to educate a student with a disability than a student with no special programmatic needs? In other words, what is the additional *spending* on a student with a disability? Addressing this question permits a comparison of the special education student to a consistent benchmark—the regular education student who requires ***no*** services from any special program (e.g., for students with disabilities, students from economically disadvantaged homes, or students who are English language learners).

The data derived from SEEP indicate that the base expenditure on a regular education student amounts to $6,556 per pupil. Comparing this figure to the average expenditure for a student eligible to receive special education services, the additional expenditure amounts to $5,918 per pupil attributable to special education.

Alternatively, one can use these figures to estimate the ratio of expenditure to educate a special versus regular education student. The ratio of additional expenditures attributable exclusively to special education may be estimated as 1.90 ($12,639-$165)/$6,556). This suggests that, on average, the nation spends 90% more on a special education student than on a regular education student.

In most states, school funding formulas are designed to provide revenues necessary to support current operating expenditures for schools and school districts.[2] Expenditures on capital facilities such as school and central office buildings are funded separately from the standard school funding formulas. The expenditure figures reported above include both current operating expenditures and estimates of capital expenditures for serving special and regular education students. If one excludes expenditures on capital facilities from the figures above, the ratio of current operating expenditure to educate a special education student relative to a regular education student is 2.08 (or 2.11 if other special programs are included).[3] In other words, the ***additional current operating expenditure*** to educate a special education student is 108% of the current operating expenditure to educate a regular education student with no special needs. The reason this ratio increases from 1.90 to 2.08 is that the additional time and personnel required to meet the needs of special versus regular education students exceeds the additional amount of classroom space necessary to serve these needs in relative terms.[4]

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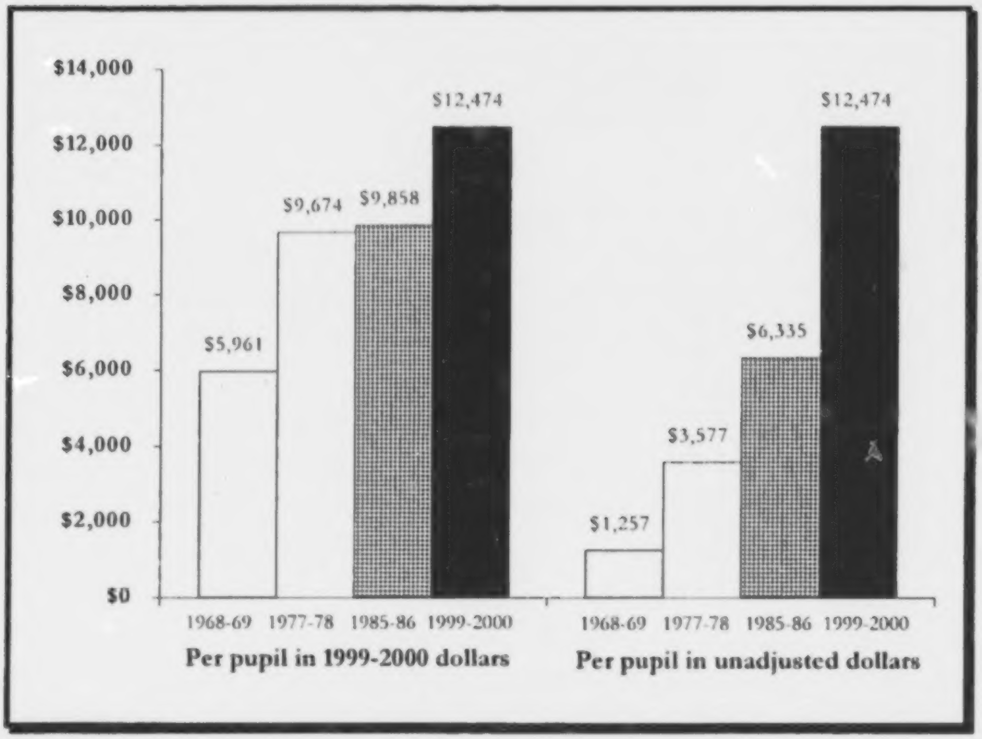
[2] Current operating expenditures include salaries, employee benefits, purchased services, supplies, tuition, and other annual expenditures for operations. Examples of items not included are capital outlays, debt service, facilities acquisition and construction, and property expenditures.

[3] This ratio is calculated by dividing total current expenditures used to educate students with disabilities (excluding facilities, $11,096) by total current expenditure for a regular education student with no special needs (excluding facilities, $5,325). Thus, the ratio is 2.08 = 11,096/$5,325. This 2.08 ratio compares to the 1.90 reported previously.

[4] Consider the example of a special education student whose needs are met by adding the time of a resource specialist in the regular classroom. There is virtually no additional classroom space required (e.g., capital expenditure), while there is an increase in the time required of professional staff to provide services (e.g., operating expenditure).

Figure I-3
Changes in Special Education Spending Per Pupil Over Time
(Excluding Other Special Needs Program Spending)



Source: Special Education Expenditure Project.

Changes in Spending Over Time

Figure I-3 illustrates how expenditures have changed over time by comparing the findings from this study with those from the previous three studies of special education spending sponsored by the U.S. Department of Education. In constant dollars, total spending to educate a student with a disability (excluding Other Special Needs Program Spending) has increased from an average of $9,858 per pupil in 1985-86 to $12,474 in 1999-2000, an annualized growth rate of 0.7%. During this same period, total expenditure per pupil (including all students but excluding Other Special Needs Spending) in public elementary and secondary schools increased from $5,795 to $7,597, an annualized growth rate of 0.8%.

Since 1968-69, when the earliest study on special education expenditures was conducted, the total per pupil spending on students with disabilities has risen from

$5,961 to $12,474 in constant dollars, while total spending per pupil in all public elementary and secondary schools (excluding Other Special Needs Program Spending) has increased from $3,106 to $7,597. In other words, total per pupil spending on the average special education student has increased by 110%, while total per pupil spending on *all* elementary and secondary education students has increased by 140%.

While per pupil spending for all students increased at a faster relative rate than per pupil spending on students with disabilities, total spending on students with disabilities as a percentage of total education spending (excluding Other Special Needs Program Services) increased from about 16.6% in 1977-1978[5] to 21.4% in 1999-2000. Over the same period, the percentage of students ages 3 through 22 who were receiving special education services increased from about 8.5% to almost 13% of the school-age population. The implication is that the growth in the numbers of students served in special education programs accounts for the increase in spending on special education.

Changes in Spending Ratio Over Time

For the past decade, policymakers, researchers, and practitioners familiar with special education finance estimated the ratio of total expenditure (including Other Special Needs Sepnding) to educate a student with a disability to the total expenditure to educate the typical regular education student to be about 1.3. That is, the additional expenditure (i.e., the spending ratio) on a student with disabilities was estimated to be 130% more (1.3 times) than the amount spent on a typical regular education student. However, using the 1999-2000 school year SEEP data, this spending ratio is now estimated to be 1.90 or 90% more than the amount spent on a typical regular education student. Expressed in dollars, the additional expenditure amounts to $5,918 per pupil over the base expenditure of $6,556.[6] Figure I-4 shows how the estimated expenditure ratio has changed over the time-span of the four special education expenditure studies. The ratio appears to have increased from 1.92 in

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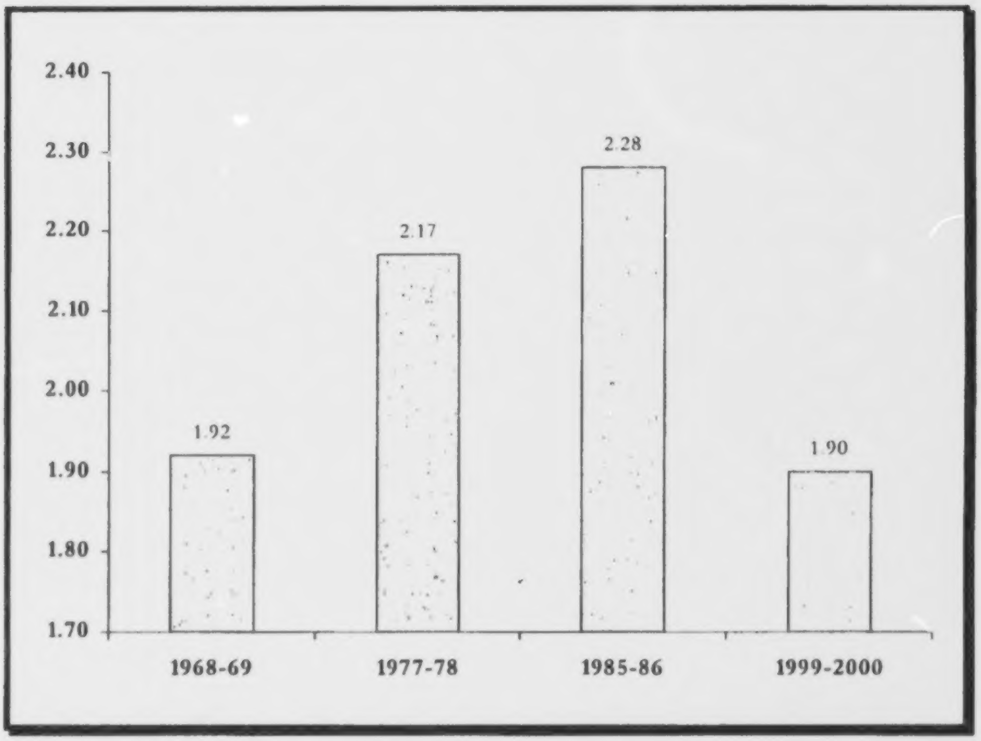
[5] The 1977-78 school year was 2 years after passage of the Education for All Handicapped Children Act, P.L. 94-142, the predecessor to the Individuals with Disabilities Education Act (IDEA).

[6] Estimates of per pupil expenditure for a regular education student are based on a combination of data from the SEEP school surveys and the surveys for those special education students who spend the vast majority of their time in the regular education classroom. Expenditures for these students include both direct instruction as well as administration and support services provided to the typical regular education student.

Figure I-4
Ratio of Spending Per Special and Regular Education Student Over Time (Including Other Special Needs Program Spending)



Source: Special Education Expenditure Project.

1968-69, to 2.17 in 1977-78, to a high of 2.28 in 1985-86, then declined to 1.90 in 1999-2000.[7]

Several factors have likely affected the changes in this ratio over time. First, there has been a substantial increase in the proportion of students identified with less intensive service needs over recent decades. Since 1975, the proportion of students with learning disabilities has increased from about one fourth of the population of students with disabilities to almost one half. The special educational services necessary to meet these students' needs may not be as costly as other disability categories, thus lowering the overall incremental expenditure.

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[7] In addition to estimates based on the current SEEP, these ratios are derived from Kakalik et al. (1981), Moore et al. (1988), and Rossmiller et al. (1970). For a summary of these three previous studies, see Chaikind, Danielson, & Brauen (1993). The ratios are estimated from data derived from Chaikind et al. (1993), Table 7.

Second, over the past 10 years, there has been a decline in the extent to which special education students are served outside of the regular education classroom and in separate school facilities. These trends toward less restrictive placements may have resulted in somewhat lower per pupil expenditures on special education instruction and related services (e.g., home-to-special-school transportation).[8]

Working in the opposite direction to *increase* the incremental expenditure are the successes in medical science that have reduced mortality among students with certain severely disabling conditions who might not have survived long enough to be enrolled in special education programs. Some of these students may be among the most severely disabled populations served currently under IDEA, tending to increase the per pupil expenditure necessary to serve students with disabilities overall.

Allocation of Special Education Expenditures

Components of Special Education Spending

Focusing on the $50 billion of special education spending, it is useful to see how funds are allocated among different spending components. Special education spending includes central office administration and support of the program, direct instruction and related services for preschool (ages 3 through 5) and school-aged (ages 6 through 21) students, special education summer school, programs for students who are homebound or hospitalized, and special transportation services. Figure I-5 shows the dollar amount and percentage of special education spending on each of these components.

Direct Instruction and Related Services

During the 1999-2000 school year, over 80% of total special education expenditures were allocated to direct instruction and related services. This figure includes preschool programs, school-aged programs, summer school programs, and homebound and hospital programs. It takes into account the salaries of special education teachers, related service personnel, and special education teaching assistants. It also includes nonpersonnel expenditures (i.e., supplies, materials, and capital outlay for specialized equipment) necessary to provide direct special education instruction and related services to students with disabilities.

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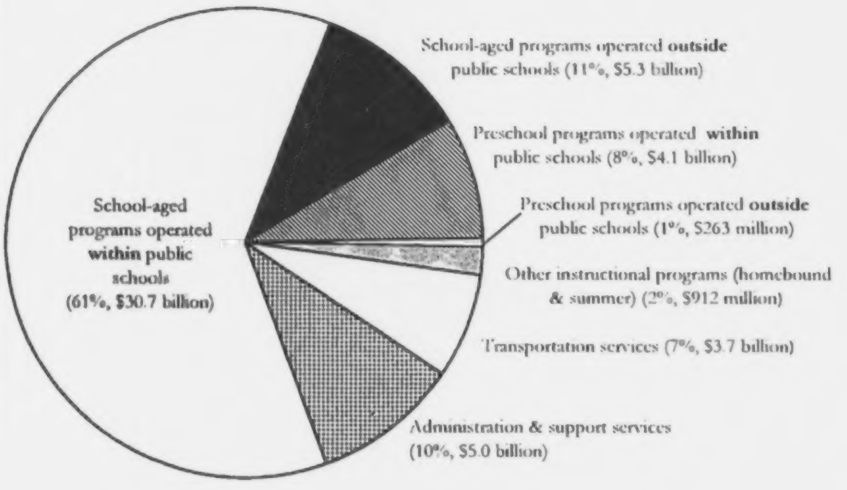
[8] See Figure III-1 in the *22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.*

Figure I-5
Allocation of Special Education Expenditures, 1999-2000



Source: Special Education Expenditure Project.

Direct instruction and related services for special education preschool programs represent approximately 9% of total special education expenditures, or $4.4 billion. The majority of preschool spending ($4.1 billion) occurs in public schools operated by the school districts in which students reside. Most of the remaining funds allocated to preschool programs ($263 million) are used to pay tuition and fees for preschool programs operated in nonpublic schools or public agencies other than the public school district in which the student resides and to support direct expenditures for additional related services.

At $36 billion, instruction and related services for school-aged students (ages 6 through 21) account for 72% of total special education expenditures. Direct instruction and related services for programs operated by the student's home district amount to approximately $31 billion. This represents more than 60% of total special education expenditures, serving almost 5.4 million of the 6.2 million special education students in the 50 states and the District of Columbia. For the approximately 200,000 students placed in nonpublic school programs or programs operated by public agencies or institutions other than the public school district in which they reside, the expenditure is $5.3 billion. These expenditures include tuition, fees, and amounts allocated for other related services that are provided by the home district.

Other instructional programs include homebound and hospital programs, as well as summer school programs for students with disabilities. It is estimated that, for the 1999-2000 school year, just under 30,000 students with disabilities were served in homebound and hospital programs and that these programs account for less than 0.5%, or $98 million, of the total special education spending. Summer school programs serve about 10% of the total number of students (623,000) in special education programs and account for about 1.6% ($815 million) of the total special education expenditures.

Administration and Support

Overall, administration and support account for about 10% or $5 billion of total special education spending. Administration and support expenditures include three components:

- Central office administration and support of the special education program—$4 billion, or 8.2% of total special education expenditures. This expenditure includes salaries of central office employees, fees for contractors, and nonpersonnel expenditures to support staff in the performance of central office functions for the special education programs. These functions include administration, coordination, staff supervision, monitoring and evaluation, due process, mediation, litigation support, assessment of student progress, and eligibility determination.
- Certain categories of related service personnel assigned to the school site—$745 million, or 1.5% of total special education expenditures. These categories of school-site staff spend a substantial portion of their time involved in various indirect support activities related to assessment and evaluation of students with disabilities.
- Administration and support activities of special education schools—$131 million, or less than 0.3% of total special education spending. These schools are designed explicitly and exclusively for serving students with disabilities—generally the most severely disabled students.[9]

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[9] Special schools include those operated by public school districts as well as state special education schools.

Transportation

It is estimated that more than 800,000 students with disabilities receive special home-to-school transportation services at a total expenditure of more than $3.7 billion. These numbers suggest that less than 14% of students with disabilities received special transportation services during the 1999-2000 school year, representing about one fourth of total expenditures on all home-to-school transportation services provided in the United States.[10]

Since 1985-86, the percentage of students receiving special transportation has dropped by more than half, and the per pupil expenditure (expressed in constant dollars) has increased from about $2,463 to $4,418 (an increase of 180%).[11] These comparative data suggest that fewer students are being transported today to separate special education schools and that perhaps only the most severely disabled students, who require more costly accommodations, are currently receiving special transportation services. The evidence further suggests that more students with disabilities are receiving regular transportation services.

Per Pupil Spending on Special Education Services

Figure I-6 provides another perspective for exploring special education expenditure by dividing the total expenditure within each special education program component by the number of students served within that component to arrive at per-pupil spending. These figures include only the special education expenditures associated with each component; they do **not** include the full expenditure to educate these students since no regular education instruction or administrative expenditures are included in these numbers.

Average special education spending on a student served in programs outside the public schools amounted to $26,440. This figure includes spending on the tuition for nonpublic schools and expenditures on any direct, related services that might be

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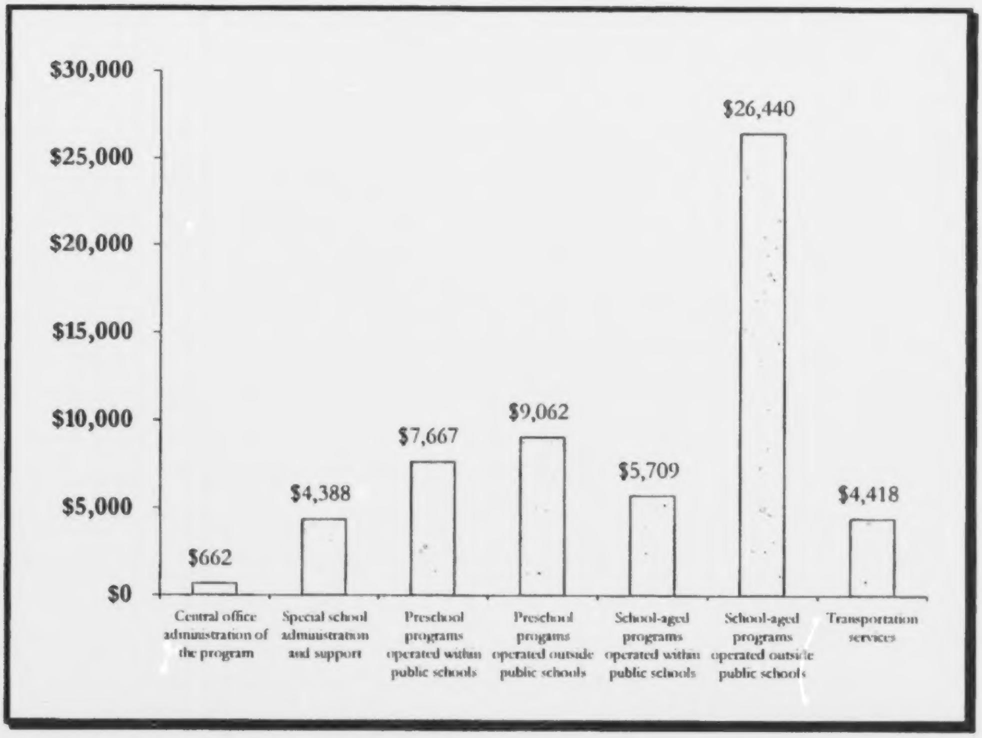
[10] According to figures reported by the sample districts, it is estimated that total transportation expenditure (regular and special transportation combined) amounts to more than $13 billion per year. Based on these figures, special education transportation represents about 27% of total transportation expenditure.

[11] Moore et al. (1988) reported that 30% of students with disabilities received special transportation services at an average expenditure per student of $1,583. Using the Consumer Price Index (CPI) adjusted to the school year, per student expenditure adjusted to 1999-2000 dollars amounts to $2,463 [=1,583/(108.8/169.3) where 169.3 is the CPI for 1999-2000 school year and 108.8 = the CPI for the 1985-86 school year].

Figure I-6
Per Pupil Special Education Spending, 1999-2000



Source: Special Education Expenditure Project.

provided by the district of residence. In contrast, special education spending on direct instruction and related services for school-aged students served within public schools amounted to $5,709 per pupil. For preschool students, the special education spending on students served in programs operated **outside** public schools amounted to $9,062 per pupil compared to $7,667 for those students served in programs **within** public schools.

The expenditures on central office administration of the special education program (i.e., the operations of the office of the director of special education within local education agencies) amounted to $662 per pupil. Administration and support expenditures for operation of a special education school averaged $4,388.[12]

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[12] This figure includes both special education schools operated within local school districts as well as those operated by the state such as the state schools for the deaf and blind.

Expenditures on Assessment, Evaluation, and IEP-Related Activities

Previous studies have suggested that expenditures for the processes that determine the eligibility of students to be served in the special education program take up a substantial share of total special education spending.[13] For the purposes of this study, determination of eligibility involves a variety of activities, including prereferral and referral activities; initial screening; ongoing assessment, evaluations, and reviews; and preparation of the individualized education program (IEP).

Based on SEEP data, it is estimated that total spending on eligibility determination activities during the 1999-2000 school year was about $6.8 billion, or $1,086 per special education student.[14] As Figure I-7 indicates, 28% of the total expenditure on these activities is accounted for by salaries and benefits of special education related-service providers at the school site, while 27% is spent on special education teachers, 23% on regular education teachers, and 22% on central office special education staff.

It is important to recognize that the $1,086 per pupil does not represent the expenditure to determine the eligibility for any given student. While the figures above reflect the best estimates of the total dollars supporting these activities, the denominator is simply the count of special education students. Some students who go through this process for determining eligibility are found ineligible to receive special education services. On the other hand, re-evaluations of students who are already in the special education program can, in many instances, be done with relatively limited effort on the part of staff.

Allocation and Use of Federal Funds

In 1999-2000, local school districts received a total of $3.7 billion (or $605 per student) in Federal IDEA funds for the purpose of providing special education services.[15] As such, Federal funds supported 7.5% of total special education expenditures at the local level and 4.9% of total expenditures used to educate a student with disabilities. When taken as a percentage of the additional expenditure on

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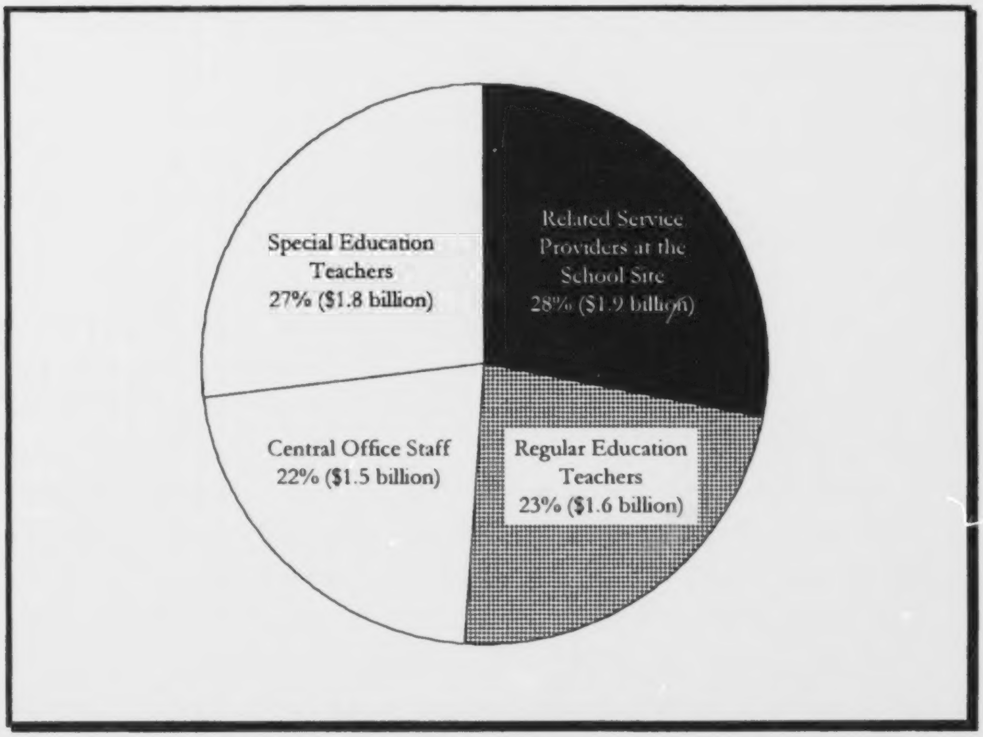
[13] See the discussion in Moore et al. (1988), p. 100.

[14] Estimates from previous studies of assessment expenditures are not compared due to the different methodologies used.

[15] These only include Federal IDEA Part B funds, basic and preschool grants that flow through the state education agencies to the local school districts. The average per pupil amount of Federal funding awarded to the states for 1999-2000 was about $734 (or $4.5 billion, including $4.2 billion from the basic grant and $371 million for the preschool grant). Approximately 17% of the Federal funds were retained at the state level.

Figure I-7
Assessment, Evaluation, and IEP-Related Expenditures, 1999-2000



Source: Special Education Expenditure Project.

a special versus regular education student, Federal IDEA funds amounted to more than 10% of the additional expenditure on students with disabilities for the 1999-2000 school year.[16]

Figure I-8 shows how these Federal IDEA funds—basic and preschool—are allocated to instruction, related services, and administration, and it compares the use of Federal funds to the use of all Federal and non-Federal funds that support special education spending. The first vertical bar shows that 63% of total special education spending is used for instruction; 27% is allocated to related services; and the rest (10%) is allocated to administration.

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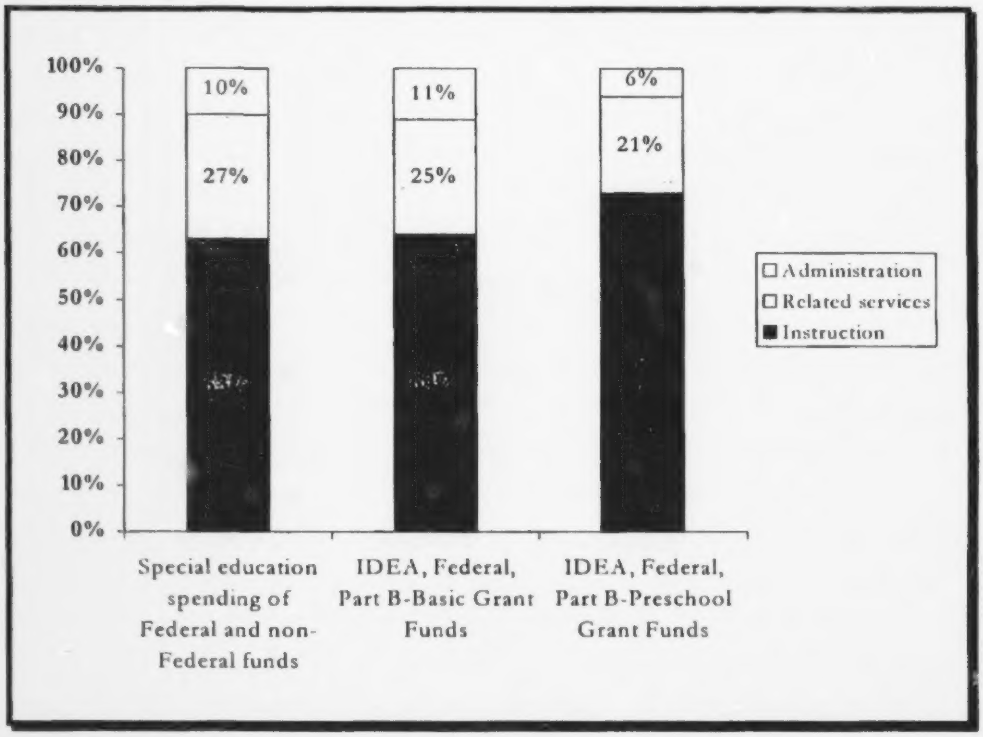
[16] In fact, Federal IDEA funding to local education agencies is 10.2% of additional total expenditure (=$605/$5,918) and 10.5% of additional total current expenditure (=$605/$5,769) used to educate the average special education student.

Figure I-8

Allocation of Special Education Funds by Function, 1999-2000



Source: Special Education Expenditure Project.

The second and third vertical bars in Figure I-8 show how Federal Part B-basic grants and preschool grants are used. Of those districts reporting the allocation of Part B basic grant funds, 64% of the funds were allocated to instruction, 25% were distributed to related services, and the remaining 11% were spent on administration and support services. In districts reporting how the preschool funds were spent, almost three fourths of the funds were used for instruction, 21% were allocated to related services, and the remaining 6% were expended on administration and support services.

Medicaid is another source of Federal funding for providing special education services. Of reporting districts, 44% of districts recovered funds spent on special education services from Medicaid, with an average of $105 per special education student. This represents an estimated national total of $648 million from Medicaid sources, or about 1.3% of total special education expenditure or about 1.8% of additional spending on the average student with disabilities.

Thus, as of the 1999-2000 school year, total Federal IDEA and Medicaid support of special education spending at the local level represents about 8.8% of total special education spending or about 12% of additional spending on special education students.

Future Reports

This module reflects the first in a series of reports that will explore in greater depth the factors that underlie special education spending patterns across local jurisdictions, over time, and on different categories of students. These analyses will show the tremendous diversity of needs represented among students identified as eligible for special education services. The analyses will also explore how student characteristics and the characteristics of districts and states are related to variations in spending on students with disabilities. Further analysis will also examine specific components of special education expenditures such as due process, assessment and the processes surrounding the development of individualized education programs, and transportation services.

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Children With Disabilities in Low-Income Families: An Analysis of Data From the ECLS-K

The U.S. Census Bureau estimates that more than 11 million children live in poverty in the United States. This figure represents 16% of all U.S. children under the age of 18 (Dalaker, 2001). The Census Bureau poverty threshold for a family of four was $18,267 in 2001.

Child poverty has implications for the field of special education because it can affect children's health and behavior, as well as their cognitive development and academic achievement. Although poverty has not been established as a direct cause of disability, studies show that it "acts as a proxy for many of the variables that in turn increase the risk of disability. Inadequate prenatal care, single teenage pregnancy, poor nutrition, and low educational attainment, while not exclusive to any one segment of society, are more readily encountered among the poor" (Seelman & Sweeney, 1995, p. 3). Researchers have found that poverty trends are exacerbated when a child with a disability lives in the household; they also have identified an increased risk of disability among children in poor families (Fujiura & Yamaki, 2000). The association between poverty and disability is therefore an important issue for special education researchers to address.

Child poverty is of importance to special education service delivery for another reason as well. The initial funding formula for P.L. 94-142 based allocations on the number of children with disabilities receiving special education and related services in each state. However, the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 revised the funding formula so that a percentage of the funds allocated to each state is based on the relative population of children living in poverty in that state. This change in the funding formula, which took effect in Federal fiscal year (FFY) 1998 for the Preschool Grants Program and FFY 2000 for the Grants to States program, has heightened the importance of studying child poverty in relation to children with disabilities.

The study reported in this module uses base-year data from the Early Childhood Longitudinal Study – Kindergarten Class of 1998-99 (ECLS-K) to examine the effects of poverty and associated variables on cognitive assessment scores and social skills ratings. It also compares the demographic characteristics of poor and nonpoor kindergartners with disabilities.

The module begins with a review of the literature on the physical, cognitive, and behavioral effects that poverty may have on children. Subsequent sections explain the methods used in the study and present the study findings. The final section of the module discusses those findings in relation to the literature and suggests directions for future research.

Poverty and Child Development

Research has demonstrated that poverty may have an impact on children's physical health, their cognitive development and achievement, and their behavior. This section of the module discusses some of the research in each of these areas.

Physical Health

The literature suggests a general relationship between children's health and family income, with lower income families reporting that their children are in poorer health (e.g., Brooks-Gunn & Duncan, 1997; Federal Interagency Forum on Child and Family Statistics, 2001). In addition to differences in general measures of child health, research indicates that poor children are more likely to experience a number of specific health-related problems that may lead to eligibility for services under IDEA. One example is low birth weight (LBW), which is defined as weighing less than 2,500 grams at birth. LBW significantly increases the risk of long-term disability and early mortality (Ventura, Martin, Curtin, & Mathews, 1997) and is associated with higher rates of specific health problems such as childhood asthma (Brooks, Byrd, Weitzman, Auinger, & McBride, 2001). It is also associated with learning disabilities and with negative school outcomes such as grade repetition, as well as lower levels of intelligence and of math and reading achievement (Brooks-Gunn & Duncan, 1997). LBW children frequently score lower on intelligence tests than do children of normal birth weight, even after controlling for other sociodemographic variables (Hack, Klein, & Taylor, 1995). Low birth weight is 1.7 times more common among poor children than nonpoor children (Federman et al., as cited in Brooks-Gunn & Duncan, 1997).

Lead poisoning is another health problem that occurs more frequently in poor children, as well as those living in older housing (Centers for Disease Control and Prevention (CDC), 2000). Even low levels of lead exposure can have negative effects, and health problems vary with the length and intensity of exposure and the child's developmental stage, with risks beginning before birth (Brooks-Gunn & Duncan, 1997). Lead exposure is associated with health problems such as hearing loss (Schwartz & Otto, 1991) and damage to the renal, endocrine, reproductive, and central nervous systems (Agency for Toxic Substances and Disease Registry, 1993). It is also associated with a decrease in intelligence quotient (IQ) (Schwartz, 1994), a problem that is discussed in detail later in this module, and with a range of behavior problems (National Research Council (NRC), 2002). Studies using Federal data have repeatedly indicated that poor and minority children are at greater risk for lead poisoning, a risk that is compounded by the fact that low-income families are more likely to live in older housing (Brody et al., 1994; CDC, 1997; President's Task Force on Environmental Health Risks and Safety Risks to Children, 2000). The most recent prevalence data indicate that 8% of children in low-income families have elevated blood lead levels, compared with about 2% of middle-income children and 1% of high-income children. About 11% of Black children have elevated blood lead levels, as do 4% of Mexican American children and 1% of White children (Needleham, as cited in NRC, 2002).

Cognitive Ability and Achievement

The NRC (2002) has noted that child outcomes are indisputably worse in families with low socioeconomic status but that the reasons for this difference are complex. Nonetheless, poorer outcomes, both academically and behaviorally, often result in referrals for special education and related services. This section of the module first reviews some of the studies showing differences in cognitive outcomes by poverty status, then discusses some of the biological and environmental influences on cognitive ability and achievement.

Differences in Ability and Achievement

A number of studies have demonstrated that child poverty is associated with lower scores on standardized ability and achievement tests. In general, the IQ scores of poor children average 5 to 10 points lower than those of middle-class comparison samples, and a greater number of poor children fall into the range of borderline or mild mental retardation (Kaiser & Delaney, 1996)[1]. Some of these differences may be due to lead poisoning, which, as noted above, is associated with a decrease in IQ as well as with various physical problems. Poor nutrition and maternal alcohol and tobacco use during pregnancy are other biological factors that are associated with lower achievement (NRC, 2002).

A number of studies have shown that children from lower income families have poorer academic outcomes than do children from middle-class families. For example, one study used National Longitudinal Survey of Youth (NLSY) data to compare children in families with incomes below 50% of the poverty threshold to children whose family incomes were between 1.5 and 2 times the poverty threshold. After controlling for characteristics associated with poverty (e.g., family structure, mother's education), the poorer children scored 6 to 13 points lower on standardized tests of IQ, verbal ability, and achievement (Korenman, Miller, & Sjaastad, 1995). (Many standardized tests have a standard deviation of 10 points.)

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[1] Since many standardized ability and achievement tests were developed for and normed on White, middle-class children, test bias may also influence the scores of lower income and minority children.

Duncan and his colleagues (1994) used the Infant Health and Development Program dataset to investigate poverty and IQ scores in 5-year-olds. The IQ scores of children who had lived in persistent poverty were an average of 9 points lower than those of children who had not experienced poverty at all in their first 5 years of life (*SE* = 2.1), while those who had experienced short-term poverty were an average of 4 points lower (*SE* = 1.6).

In addition to test scores, school outcomes such as high school graduation rates also differ by poverty status. These differences may be related both to cognitive ability and achievement and to behavioral problems, an issue that is discussed later in this module. Data from Series 10 of *Vital Health and Statistics* (as cited in Brooks-Gunn & Duncan, 1997) indicate that poor children are twice as likely as nonpoor children to repeat a grade or to be suspended or expelled. Children from low-income families are also significantly less likely to graduate from high school. In 1999, there was an 11% dropout rate among students whose family incomes were in the bottom 20% of the income distribution. This figure may be compared with the 5% dropout rate among students from middle-income families and the 2.1% dropout rate among those in the top 20% of the income distribution (Kaufman, Kwon, Klein, & Chapman, 2000).

Lead poisoning also has negative effects on cognitive ability and achievement. As previously discussed, research has consistently demonstrated that exposure to lead is associated with lower IQs. According to the National Center for Environmental Health (NCEH, 1998), even low levels of lead exposure have been shown to be related to decreased intelligence. Lead poisoning is also associated with learning disabilities and behavioral problems (National Academy of Sciences, 1993; NCEH, 2001). In a meta-analysis of studies examining the relationship between blood lead levels and IQ in school-aged children, Schwartz (1994) found that an increase in blood lead from 10 to 20 micrograms per deciliter was associated with a decrease of 2.6 IQ points. Since lead poisoning is disproportionately found among poor children (CDC, 1997, 2000), this environmental hazard must be considered as one of the factors that contributes to problems with cognitive development and achievement in this population.

Social and Environmental Influences on Cognitive Development

Although the evidence does suggest that biological factors play a role in achievement differences, those influences are only part of the story. More than 20 years ago, Urie Bronfenbrenner (1979) presented an ecological model of child development suggesting that biology, family, caregivers, school, and other contextual influences all have powerful and reciprocal influences on human development. This seminal research led to the current understanding that "biological and environmental factors are not completely separate parts of the picture. . . . They combine as two pigments in a single paint, together determining a color that neither alone could create" (NRC, 2002, p. 94). Moreover, in the past two decades, researchers have increasingly adopted the view that the number and combination of risk factors in a child's life have a powerful influence on that child's development. As the number of stresses rises, the probability of a positive outcome declines (NRC, 2002).

While some of the differences in cognitive ability and achievement discussed above are related to biological factors such as lead exposure, others may be attributed to differences in home and family environments and to multiple risks and the interactions among them. As the NRC (2002) notes, "Children, themselves tremendously diverse in the individual characteristics they bring into the world, develop in family and community contexts that vary widely" (p. 121). Further, poverty "is strongly correlated with less optimal home environments" (NRC, 2002, p. 123).

A wide range of social and contextual factors influence child development and, in turn, affect the likelihood that a child will be referred for special education. For example, many studies have demonstrated that parenting styles, parental responsiveness and sensitivity to the child, and the amount and type of language stimulation provided to the child all strongly influence a child's intellectual and problem-solving abilities (NRC, 2002).

In addition, early language development is a key element of later school success. Vocabulary size is the single most important predictor of reading success (Anderson & Nagy, as cited in NRC, 2002). But studies have consistently demonstrated that children from low-income families have smaller vocabularies than those from middle-class families (Hart & Risley, 1995) and that there is a connection between parents' and children's vocabularies (NRC, 2002). These effects are dramatic: After observing children for a period of nearly 2 1/2 years, Hart and Risley (1995) found that by the time the children were 3 years old, their families' SES accounted for 42% of the variance in their rates of vocabulary growth, 40% of the variance in their vocabulary use, and 29% of the variance in their measured IQ scores. These differences may be largely attributable to differences in home environments. The NRC (2002) reports that in a number of studies, "higher-SES mothers have been found to talk to children more, sustain conversation longer, and elicit more response from the child" (p. 125).

Demographic Characteristics Associated With Lower Achievement

In addition to the social and environmental factors discussed above, two family demographic characteristics that are associated with lower academic achievement—single parenthood and lower parental education levels—are found more frequently among poor children and families. Some researchers have suggested that these characteristics are related to school problems that may result in referrals to special education. The NRC (2002) has reported that "poverty is highly correlated with single-parent status, decreasing the parental attention available to the child" (p. 122). Astone and McLanahan (1991) suggest that family structure may be related to low academic achievement and school failure. They note that "children from non-intact families report lower educational expectations on the part of their parents, less monitoring of school work by mothers and fathers, and less overall supervision of social activities than children from intact families" (p. 318).

In their classic longitudinal study of adolescent mothers and their children, Furstenberg and his colleagues (1987) noted that single-parent homes may differ from two-parent homes in that "child supervision is reduced, time spent with the parent is low, and emotional support is difficult in part because of competing demands on a single parent's time" (p. 107). Although mother's marital status appeared to have only weak effects on preschool outcomes in the Furstenberg et al. study, at follow-up the researchers found that among adolescents, having a single mother was associated with grade failure and behavior problems (Furstenberg, Brooks-Gunn, & Morgan, 1987). Analyses of ECLS-K data carried out by the National Center for Education Statistics (NCES) found that first-time kindergartners from two-parent families were more likely than those from single-parent families to have reading, mathematics, and general knowledge scores in the highest quartile (NCES, 2000).

Parent education levels may also influence child outcomes. Furstenberg and his colleagues (1987) found that mother's educational status did not appear to influence children's scores on a preschool inventory. By adolescence, however, having a mother who did not complete high school was associated with a considerably higher likelihood of grade failure. ECLS-K analyses performed by NCES found that children whose mothers had higher education levels were more likely to score in the highest quartile on all three cognitive measures (NCES, 2000). Zill (1996), reviewing the literature on the link between parent education and child well-being, noted that parent education level is an important independent determinant of well-being among children.

While single parenthood and lower parental educational attainment are by no means found exclusively among poor families, these demographic characteristics are strongly associated with poverty. NCES analyses of ECLS-K data suggest that mother's education and family type, along with home language and the family's receipt of public assistance, influence not only kindergartners' cognitive skill development but their health and physical well-being, social skills, and approaches to learning (NCES, 2000).

Behavioral Outcomes

Research suggests a link between childhood poverty and behavior problems, although poverty's effects on behavioral outcomes are not as pronounced as its effects on cognitive outcomes (Brooks-Gunn & Duncan, 1997). This link is important because behavior problems frequently result in referrals to special education (NRC, 2002).

An analysis of data from the NLSY on 3- through 11-year-olds looked at behavior problems in poor and nonpoor children. Children who lived in long-term poverty scored three to seven percentile points higher on a behavior problem index than did children from nonpoor families (Korenman et al., 1995). McLeod and Shanahan (1993), also using NLSY data, found that persistent poverty was positively related to the occurrence of internalizing symptoms such as anxiety and unhappiness in 4- to 8-year-olds. This finding held true after controlling for mother's age, education, marital status, and current poverty as determined by family income divided by household size. Current (as opposed to persistent) poverty was associated with greater occurrence of externalizing symptoms, such as hyperactivity and peer conflict.

A study using the Infant Health and Development Program dataset found greater prevalence of both internalizing and externalizing behavior problems in children from persistently poor families. Children whose families experienced short-term poverty also had more behavioral problems than did nonpoor children, although the differences were not as pronounced. Both the short-term and long-term poverty analyses controlled for mother's education and family structure (Duncan, Brooks-Gunn, & Klebanov, 1994).

An analysis of the ECLS-K (NCES, 2000) examined problem behaviors among first-time kindergartners in general and found some differences by family type. The incidence of problem behaviors was relatively infrequent as reported by both parents and teachers, although parents reported more of these behaviors than did teachers Single mothers were more likely than respondents from two-parent families to report their children as arguing, fighting, or getting angry often or very often. Similarly, teachers were more likely to rate children from single-parent households as exhibiting problem behavior (NCES, 2000). The NCES analyses did not examine differences in behavior by poverty status.

Some of the differences in behavioral outcomes by poverty status may be due to the biological effects of exposure to substances such as lead, alcohol, and nicotine (see the *Twenty-Second Annual Report to Congress on the Implementation of IDEA* for a discussion of prenatal alcohol and tobacco exposure and NRC, 2002, for a full discussion of all three issues). However, behavioral outcomes are also related to differences in home environment and parenting practices. A number of studies cited in the recent NRC report (2002) indicate that social and economic disadvantage have "strong and negative effects" on parenting practices (p. 123). Research has demonstrated, for example, that "social disadvantage predicted harsh parental discipline, which in turn predicted aggressive child behavior" (Bank et al., as cited in NRC, 2002, p. 123). In addition, researchers have found that preschoolers in low-income welfare families have the highest prevalence of oppositional defiant disorder (Offord et al., as cited in NRC, 2002). Early behavioral problems strongly predict later behavioral problems. As is true of cognitive and academic outcomes, it is likely that a combination of biological and contextual factors contributes to the poorer behavioral outcomes that have been observed among low-income children (NRC, 2002).

Summary of the Literature Review

Although research does not directly link disability among children to poverty status, poor children are more likely than nonpoor children to experience LBW and other health complications related to poor maternal nutrition and health care. These children are also less likely to have the adequate nutrition, housing, and health care that might prevent the development of serious health conditions and disabilities (Meyers, Lukemeyer, & Smeeding, 1996). The studies reviewed here indicate that childhood poverty is associated with lower general health status and with higher levels of health problems such as LBW, asthma, and lead poisoning. In addition, child poverty is associated with problems in cognitive development, behavior problems, and negative school outcomes.

Health problems such as LBW occur more frequently in groups with higher poverty rates, particularly among families headed by single mothers and families in which mothers have lower education levels (Brooks-Gunn & Duncan, 1997). Among kindergartners, these demographic characteristics also have been linked to lower scores on measures of reading, mathematics, and general knowledge, and to increased reports of behavioral problems (NCES, 2000). Because these relationships may make it difficult to interpret the independent effects of each variable, the study described below examined the effects of poverty and mother's education and family type while controlling for poverty on outcomes such as cognitive assessment scores and social skills ratings for kindergartners with disabilities. The study also attempted to determine the influence of the three explanatory variables, poverty, mother's education, and family type, on the likelihood of having an individualized education program (IEP). Finally, analyses were conducted to determine how poor and nonpoor children differ in terms of demographic characteristics.

Methods

The study described here used spring data from the base year of the ECLS-K, which is being conducted by NCES. The Office of Special Education Programs (OSEP) also contributes funding and support for the study.

The ECLS-K involves direct assessment of children's skills and abilities in order to measure important cognitive and noncognitive outcomes. The cognitive assessment battery included questions in three subject areas: language and literacy, mathematical thinking, and general knowledge. In addition to these direct assessment data, parents and guardians provided information about their children and their households, and teachers provided data about the children and their learning environments. The primary special education teacher or service provider for each child with an IEP also provided data. Since poverty was the primary independent variable of interest and family income data were collected from parents and guardians only in the spring, this study used direct child assessment data, parent data, and teacher data from spring 1999.

The ECLS-K sample included more than 21,000 children. Data were available for 677 kindergartners with IEPs.[2] Researchers selected weights in consultation with statistical staff and varied according to the type of data that were being analyzed. We used the parent full-sample weight for analyses of child and parent data and the child-parent-teacher full-sample weight for analyses that included teacher data.

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[2] Throughout this module, the terms "children with IEPs" and "children with disabilities" are used interchangeably.

Results

Descriptive statistics for all students with disabilities, based on our analyses of the ECLS-K, are presented in Table I-2. The table includes population estimates for all kindergartners with IEPs, regardless of poverty status.

The mean income of families of children with disabilities was $40,880, and the median income was $29,294. To compare kindergartners with IEPs living in poverty with those who were not living in poverty, we began with the 1998 Census Bureau poverty threshold of $16,660 for a family of four. To account for factors such as regional differences in the cost of living and in accordance with other recent literature (e.g., Duncan & Brooks-Gunn as cited in Duncan, Yeung, Brooks-Gunn, Smith, & Judith, 1998), we used 150% of the poverty level to arrive at a working poverty threshold of $24,990 for a family of four.[3] This threshold was well below the sample's mean and median incomes. The poverty variable was computed by dividing household income by the total number of household members.

About 55% of the families of ECLS-K kindergartners with disabilities reported incomes above the threshold of $24,990 for a family of four; 45% of children with disabilities lived in households with incomes below this threshold. Thus, for the purpose of these analyses, children whose household income was below 150% of the Federal poverty threshold were considered to be poor. Those whose family incomes were at or above the 150% poverty level were considered nonpoor.

Of the demographic data for all kindergartners with IEPs, two findings were of particular note. Sixty-five percent were male, a difference that is not unexpected given that boys tend to outnumber girls among the special education population (U.S. Department of Education, 1998). In addition, the percentage of kindergartners with IEPs who were poor was higher than one might observe in the general population. The U.S. Department of Education (1997) has noted that poverty among children is associated with educational problems that result in referrals to special education, so this finding is again not surprising.

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[3] The 150% threshold is also in line with Federal guidelines for free and reduced-price meals. Children in families with incomes below 130% of the Federal poverty guidelines are eligible to receive free meals, while those whose family incomes are below 185% of the guidelines are eligible for reduced-price meals (U.S. Department of Agriculture, 2001).

Table I-2
Demographic Variables for All Kindergartners With IEPs

	National estimates	
	Number	Percent
Sex		
Male	92,110	65.2
Female	49,100	34.8
Race/ethnicity		
White, non-Hispanic	87,787	62.4
Black	22,630	16.1
Hispanic	23,241	16.5
Asian/Pacific Islander	1,538	1.1
Other	5,428	3.9
Poverty status		
Poor	63,645	45.1
Nonpoor	77,565	54.9
Family type		
Single-parent family/other	38,575	27.3
Two-parent family	102,634	72.7
Mother's education		
Less than high school	26,512	19.3
High school diploma or some college	90,646	65.8
Bachelor's degree or higher	20,543	14.9
Father's education		
Less than high school	15,282	14.4
High school diploma or some college	71,708	67.5
Bachelor's degree or higher	19,189	18.1
Primary disability category		
Speech or language impairment	95,610	65.0
Learning disability	16,988	11.6
Developmental delay	13,975	9.5
Mental retardation	4,301	2.9
Health impairment	3,589	2.4
Physical impairment	3,176	2.2
Autism	2,957	2.0
Multiple impairments	2,776	1.9
Emotional disturbance	2,527	1.7
Deaf/hard of hearing	881	0.6
Blind/visual impairment	224	0.2
Deaf/blind	0	0.0
Family received AFDC/TANF in the last 12 months		
Yes	17,215	12.3
No	122,336	87.7
Family received food stamps in the last 12 months		
Yes	36,326	26.0
No	103,224	74.0

Table I-2 (continued)

	National estimates	
	Number	Percent
Child receives free or reduced-price lunch		
Yes	60,076	67.1
No	29,403	32.9
Child covered by health insurance		
Yes	131,047	93.5
No	9,117	6.5

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Base-Year Restricted-Use Special Education Child File.

Demographic Variables

Researchers compared poor and nonpoor kindergartners with IEPs on nine demographic variables: sex, race, family type (two-parent vs. one-parent/other), mother's education, father's education, family receipt of AFDC/TANF in the past 12 months, family receipt of food stamps in the past 12 months, child's receipt of free or reduced-price lunch, and child health insurance coverage (see Table I-3). All of the chi squares were significant ($p < .0001$) except for sex and child health insurance coverage. Nonpoor children with IEPs were more likely to be White and to live in a two-parent family.

The differences in parent education levels were particularly striking. As would be expected, the mothers and fathers of poor kindergartners with IEPs had lower levels of education than did the parents of the nonpoor children. Particularly noticeable were the differences in the percentages of parents who had less than a high school education. Fully a third of mothers of poor children with IEPs did not finish high school, compared with 7% of mothers of nonpoor children with IEPs. Twenty-nine percent of fathers of poor children had less than a high school diploma, versus 7% of fathers of nonpoor children (see Table I-3).

Cognitive Assessment Scores and Social Skills Ratings

The next step in the data analyses was to compare the scaled scores of poor and nonpoor children with disabilities on the three direct cognitive assessments: general knowledge, mathematics, and reading. As Table I-4 shows, poor children with disabilities had lower scores than nonpoor children with disabilities in all three areas ($p < .0001$).

Table I-3

Demographic Variables for Kindergartners With IEPs by Poverty Status

	Poor	Nonpoor
	Row percent	Row percent
Sex		
Male	64.4	66.0
Female	35.7	34.1
Race/ethnicity		
White, non-Hispanic	46.9	75.2
Black	26.1	7.9
Hispanic	22.2	11.8
Asian/Pacific Islander	0.7	1.5
Other	4.2	3.6
Family type		
Single-parent/other	48.9	15.9
Two-parent	51.1	84.1
Mother's education		
Less than high school	33.8	7.4
High school diploma or some college	63.4	67.8
Bachelor's degree or higher	2.8	24.8
Father's education		
Less than high school	29.1	6.8
High school diploma or some college	68.1	67.2
Bachelor's degree or higher	2.8	26.0
Family received AFDC/TANF in the last 12 months		
Yes	23.3	3.3
No	76.7	96.7
Family received food stamps in the last 12 months		
Yes	52.3	4.3
No	47.7	95.7
Child receives free or reduced-price lunch		
Yes	94.7	35.3
No	5.3	64.7
Child covered by health insurance		
Yes	92.4	94.4
No	7.6	5.6

Note: All comparisons were statistically significant ($p < .0001$) except for sex and health insurance coverage.

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Base-Year Restricted-Use Special Education Child File.

Table I-4
Cognitive Assessment Scores and Social Skills Ratings by Poverty Status

	Mean scores	
	Poor	Nonpoor
	(SE)	*(SE)*
Cognitive skills		
General knowledge	18.75	25.14[b/]
	(0.48)	(0.58)
Reading	23.33	28.11[b/]
	(0.61)	(0.66)
Mathematics	19.35	24.47[b/]
	(0.51)	(0.60)
Parent ratings of social skills		
Approaches to learning	2.90	3.02[d/]
	(0.04)	(0.04)
Self-control	2.63	2.78
	(0.06)	(0.03)
Social interaction	3.22	3.31
	(0.04)	(0.04)
Impulsive/overactive[a/]	2.28	2.12[d/]
	(0.05)	(0.04)
Sad/lonely[a/]	1.59	1.59
	(0.03)	(0.02)
Teacher ratings of social skills		
Approaches to learning	2.57	2.82[c/]
	(0.06)	(0.06)
Self-control	2.95	3.01
	(0.04)	(0.05)
Interpersonal	2.80	2.95[d/]
	(0.05)	(0.05)
Externalizing problem behaviors[a/]	1.87	1.76
	(0.07)	(0.05)
Internalizing problem behaviors[a/]	1.84	1.72[d/]
	(0.04)	(0.04)

Notes: Standard errors are in parentheses.

a/ On these scales, lower scores are better; on the other social rating scales and the cognitive skills measures, higher scores are better.

b/ $p < .0001$.

c/ $p < .01$.

d/ $p < .05$.

Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Base-Year Restricted-Use Special Education Child File.

The ECLS-K included parent and teacher ratings of social skills using the Social Rating Scale (SRS). The parent SRS has five subscales—approaches to learning, self-control, social interaction, impulsive/overactive, and sad/lonely—scored on a 4-point Likert-type scale, with 1=Never and 4=Very Often. The teacher SRS, which is scored in the same way, also has five subscales: approaches to learning, self-control, interpersonal, externalizing problem behaviors, and internalizing problem behaviors.

Comparisons of poor and nonpoor kindergartners yielded statistically significant differences on the approaches to learning and impulsive/overactive subscales (see Table I-4). Differences on the self-control subscale approached but did not achieve significance. In each case, nonpoor kindergartners with IEPs scored better than poor kindergartners with IEPs. On the teacher SRS, there were significant differences by poverty status on three subscales: approaches to learning, interpersonal, and internalizing problem behaviors. On each of these subscales, poor children scored worse than nonpoor children (see Table I-4).

Effects of Family Type and Mother's Education

The results reported above indicate that poor and nonpoor kindergartners with IEPs varied in terms of cognitive assessment scores and social skills ratings. However, it is unclear to what extent these effects are attributable to poverty rather than to demographic characteristics such as mother's education and family type that the literature suggests may be associated with lower achievement. For this reason, linear models were developed to analyze the effects of mother's education and family type on kindergartners' cognitive assessment scores and social skills scores while controlling for poverty.

The results of the linear model suggest that poverty had a negative effect, or influence, on all three cognitive assessment scores. (This does not imply that poverty directly caused the scores to be lower; it merely shows that the poverty variable influenced the scores and that the direction of the influence was negative.) Mother's education had the only other significant effect: Among poor kindergartners, children whose mothers had less than a high school education were significantly more likely to have a lower math score. Among nonpoor children, those whose mothers had at least a bachelor's degree had significantly higher scores on all three cognitive measures. Family type did not have an independent effect on cognitive assessment scores after controlling for poverty.

In regard to the SRS scores, poverty alone had a negative effect on teacher ratings of approaches to learning. Among nonpoor children, maternal education of at least a bachelor's degree had a positive effect on teacher ratings of internalizing problem behaviors. Family type influenced social interaction and impulsive behavior as rated by parents and externalizing problem behaviors as rated by teachers. Kindergartners from poor one-parent families scored worse on those subscales.

One explanation for the apparent overall lack of influence of mother's education and family type is that the final models controlled for poverty. Preliminary analyses showing effects for those two explanatory variables did not control for poverty, which turned out to be strongly associated for both. Thus, the apparent initial effects of mother's education and family type may have been largely attributable to poverty.

Odds Ratio for Having an IEP

Finally, we developed a logistic regression model and calculated an odds ratio to predict the likelihood of having an IEP, using poverty status, family type, and mother's education as predictors. An odds ratio greater than 1.0 indicates a direct or positive relationship between two variables.

Poverty had the only significant main effect at the .05 level. The odds of having an IEP were 1.5 times greater for children living in poverty (95% confidence interval, 1.15, 1.97). The interactions of family type and mother's education were not significant.

Discussion

The findings of this study are limited for several reasons. The ECLS-K was not designed for making comparisons between groups of students based on poverty status, nor was it designed specifically to look at children with disabilities. Another significant limitation is the age of the children at the time the base-year data were collected, since kindergartners have a very different disability distribution than do older children. Data collected in later years of the study may prove more useful for research on students with disabilities. In addition, because the ECLS-K did not oversample for children with IEPs, this subpopulation accounts for only a small proportion of the full sample.

These limitations notwithstanding, the analyses of the ECLS-K reported here yielded some interesting findings. Poor and nonpoor kindergartners with disabilities in this study differed on most demographic variables. Poor kindergartners with IEPs scored lower on all three cognitive assessment measures and on several of the parent and teacher SRS subscales. Poor children were 1.5 times more likely to have an IEP than were nonpoor children. The findings reported here suggest that mother's education and family type have few effects on outcomes for kindergartners with IEPs when controlling for poverty.

OSEP's current longitudinal studies of students with disabilities, particularly the Special Education Elementary Longitudinal Study (SEELS), the second National Longitudinal Transition Study (NLTS2), and the upcoming Pre-Elementary Longitudinal Study (PEELS), will provide information about poverty status and students with disabilities. OSEP's longitudinal studies will also be uniquely situated to provide data on how poor students with IEPs fare over time and on the demographic differences between poor and nonpoor students with disabilities, as well as possible differences in services and teacher characteristics that were not examined here.

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Use of the Developmental Delay Classification for Children Ages 3 Through 9

The Individuals with Disabilities Education Act (IDEA) Amendments of 1991 (P.L. 102-119) amended the definition of "children with disabilities" under Part B to include children ages 3 through 5 who were experiencing developmental delays. This change allowed states to look at a young child's physical, cognitive, communication, social/emotional, and adaptive development to determine if the child needed special education and related services. A state could, at its own discretion, define "developmental delay" to ensure that all eligible preschool-aged children with disabilities were provided a free appropriate public education without being inappropriately labeled under one of the other disability categories used for school-aged children and youth. The IDEA Amendments of 1997 added some additional requirements pertaining to states' use of developmental delay. Congressional intent is clearly stated in the amendments' legislative history:

> "[t]he bill expands the definition for service eligibility in part B called "developmental delay," to be used at state and local discretion, for children ages three through nine. The use of a specific disability category to determine a child's eligibility for special education and related services frequently has led to the use of the category to drive the development of the child's Individualized Education Program (IEP) and placement to a greater extent than the child's needs. The committee believes that, in the early years of a child's development, it is often difficult to determine the precise nature of the child's disability. Use of "developmental delay" as part of a unified approach will allow the special education and related services to be directly related to the child's needs and prevent locking the child into an eligibility category which may be inappropriate or incorrect, and could actually reduce later referrals of children with disabilities to special education" (S. Rep. No. 105-17, 1997, pp. 6-7).

The 1997 amendments included three overall changes to previous developmental delay requirements. The age range to which developmental delay may apply was expanded to cover ages 3 through 9, and use of the developmental delay category for this expanded age range was stipulated as optional for states. In addition, once a state has adopted use of developmental delay, defined the term, and established an age range, local education agencies (LEAs) were given the option of using or not using the classification.

The regulations implementing the new developmental delay requirements (34 CFR §300.313) clarify the statutory language. First, the regulations stipulated that states may adopt the term "developmental delay" and determine whether it applies to children ages 3 through 9 or to a subset of that age range. The state also defines the term. The state may not require LEAs to use developmental delay, but any LEA that opts to use it must conform to both the state's definition of the term, as well keep within the state's age range. No LEA can use developmental delay absent the state's adoption of the term and establishment of a definition and applicable age range. Finally, the regulations state that the other 13 disability categories may continue to be used for children who fall within the state's prescribed developmental delay age range.

These changes to the statute and regulations raised a series of questions about the long-term implications of expanding the age range through age 9. To answer those questions, the Office of Special Education Programs (OSEP) and the Centers for Disease Control and Prevention's (CDC) National Center for Environmental Health co-funded a project in August 1999 to examine the use of developmental delay through age 9 in states, identify issues affecting states' decisions, and consider options reflecting various ways developmental delay can be implemented above age 5. The project was to study whether the expanded age range would increase the number of children served under IDEA, thus leading to increased costs for providing services or possible misidentification of children. The project was also to study whether developmental delay would simply be an alternate way of reporting students who would otherwise be eligible under one of the 13 disability categories under Part B or if children classified as developmentally delayed have a distinct set of characteristics separating them from any of the other 13 categories of disability. CDC's interest was based on its approach to serving children with developmental delays from an interdisciplinary approach that remediates skill deficits within the context of the family.

The study involved an in-depth survey of state practices on the use of the developmental delay classification for preschool-aged children as well as for children ages 6 through 9. The appendix at the end of this module is a summary chart of developmental delay age ranges and classification criteria across states. Twenty states reported using developmental delay above age 5, while other states said they were considering expanding the age range above 5. Use of some or all of the 13 Part B disability categories in conjunction with developmental delay varies among states. In some instances, states continue to use all 13 disability categories in addition to developmental delay, while other states subsume one or more Part B categories under the definition of developmental delay. There is also variation in the definition of developmental delay, including eligibility criteria. For example, some states use two standard deviations below the mean in one developmental area and/or one and a half standard deviations below the mean in two developmental areas, while other states use percent delay in one or two developmental areas (National Association of State Directors of Special Education, 2000). Sometimes other criteria in addition to quantitative scores are used to determine eligibility, such as diagnosed conditions, professional judgment, or informed clinical opinion (Danaher, 2001).

OSEP was concerned that using developmental delay above age 5 could greatly expand the population of children served under IDEA. Public comments on the proposed regulations implementing the IDEA Amendments of 1997 revealed concern about local option to use developmental delay (*Federal Register*, 1999). In response to these issues, researchers conducted surveys and held focus groups with state Section 619 preschool coordinators, state directors of special education, and school psychologists. Only one fifth of state directors and school psychologists felt there would be significant increases in the number of children being served under IDEA; one third of both groups thought there would be little change, and one third of both groups felt there would be moderate increases (Simeonsson et al., 2001). Only 5% of the state Section 619 coordinators believed there would be a substantial increase in the number of children served (Simeonsson et al., 2001). Local option to use developmental delay did not appear to be a problem. Ninety-six percent of state directors responding to the survey reported that inconsistencies across LEAs do not exist because 95% or more of their LEAs elected to use developmental delay (Simeonsson et al., 2001).

The surveys and focus group results revealed other areas likely to be affected by the extension of developmental delay above age 5. Some of these areas included training and technical assistance, implementation and programming, family issues, identification and referral, funding mechanisms, assessments, and transition from developmental delay to another Part B category or out of special education (Simeonsson et al., 2001).

In general, the research suggests a positive, child-oriented attitude about using developmental delay both for preschool-aged children as well as for children above age 5. Using developmental delay into the elementary school years was seen as a benefit because it would:

- serve children earlier who would later be found eligible for special education, i.e., keep children from "falling through the cracks";
- keep a functional and service focus on the child rather than deficit-oriented labels that tend to drive services;
- provide more age appropriate assessments and eligibility determinations for the early elementary years when instruments for determining some specific disability categories are limited or nonexistent;

- continue to serve children who may not meet specific categorical criteria; and
- provide a smoother transition from preschool into kindergarten or first grade (Simeonsson, 2001).

Simeonsson et al. (2001) also provide philosophical underpinnings as guidance for states to consider as they study changes in state policy and service delivery systems. These considerations include the premise that developmental delay focuses on functional limitations of the whole child rather than characteristics specific to a Part B disability category. Services can be coordinated from a variety of sources and targeted to address a child's functional levels rather than providing a standard menu of services in response to the diagnostic label of a child. Using developmental delay through age 9 allows for continuity of services throughout the developmental years without a stigmatizing label that may be associated with a specific disability category. Finally, emphasis on functional needs, or a noncategorical approach, may help reduce later referrals to special education. Designing programs based on functional needs also aligns with CDC's interdisciplinary approach to treating the "whole person" (Simeonsson et al., 2001).

Simeonsson et al. (2001) present options for states to consider during the decision-making process of whether to use developmental delay above age 5. First, a child eligible for special education under one of the 13 categories could be identified as developmentally delayed rather than assigned another, potentially more stigmatizing, disability category. Developmental delay would be the term used to describe any child with a disability but would not be a discrete additional category. Second, developmental delay could be a discrete category of disability used as a last resort, (i.e., when the child's assessed characteristics do not fit the eligibility requirements of any of the 13 existing categories). Third, developmental delay could be a discrete additional category based on functional limitations regardless of whether eligibility criteria under one of the existing 13 categories were met. A fourth option is a hybrid category so that developmental delay would not be a discrete category but would subsume any existing category or categories for which the criteria of functional limitations would be sufficient to determine eligibility. This option looks at multiple developmental domains that, taken individually, would be assigned to a specific disability category and eliminates the need to determine which disability should be the child's "main" disability for categorization and service delivery purposes. The final option is a noncategorical approach for all children with disabilities. This option focuses on functional limitations associated with characteristics needed for learning, regulation of behavior, communication, mobility, seeing and listening, use of limbs and extremities, literacy and numeracy ability, and daily living skills.

Changes in Numbers of Children Served

In Table I-5, Part B annual child count data collected by OSEP for school years 1999-2000 and 2000-01 show the change in use of developmental delay above age 5. The figures indicate that there has not been a substantial increase in the number of children served under Part B. In fact, the number of 6- through 9-year-old children served decreased from 1,730,414 in 1999-2000 to 1,710,389 in 2000-01. There was a small increase in children ages 6 through 9 categorized as developmentally delayed (from 19,304 to 28,935 students), which could reflect the fact that more states used developmental delay above age 5 in 2000-01 than in the previous year.

State-reported data indicate a steady increase in the number of states expanding use of developmental delay above age 5. In 1999-2000, 18 states used developmental delay above age 5, but did not necessarily use it for the full 6-through-9 age range. By 2000-01, 20 states had expanded their age range above age 5, again not necessarily for the entire 6-through-9 age range. Most of the children who are served as developmentally delayed above age 5 are 6 years old.

States continue to study the option of using developmental delay for children with disabilities above age 5. Although half of the states have extended use of the classification to 6- through 9-year-olds, there has not been a surge in the numbers of children 6 through 9 served as developmentally delayed. Beginning at age 3, there is a steady decrease in the developmental delay classification as chronological age increases. During 2000-01, 33.4% of 3-year-olds were reported as developmentally delayed, compared to 29.8% of 4-year-olds, and 16.9% of 5-year-olds.

Use of developmental delay continues in all but two states that adopted it. Nearly 25% of preschool-aged children with disabilities are categorized as developmentally delayed. Comparative data to show if this number is increasing are not yet available because 2000-01 was the first year that child count data for 3-, 4-, and 5-year-old children were reported by disability category. The options for using developmental delay in relation to the other 13 disability categories for preschoolers are similar to the recommendations set forth by Simeonsson et al. (2001). Danaher (2001) reports that some states use developmental delay for the age range to which it applies only after considering other disability categories. More than half of the states add developmental delay to the list of Part B categories (i.e., developmental delay is a discrete, 14th category).

Table I-5
Total Number of 6-, 7-, 8-, and 9-Year-Old Students With Disabilities and Number With Developmental Delay for School Years 1999-2000 and 2000-01

	All 6-year-olds with disabilities	6-year-olds with DD	All 7-year-olds with disabilities	7-year-olds with DD	All 8-year-olds with disabilities	8-year-olds with DD	All 9-year-olds with disabilities	9-year-olds with DD
School year 1999-2000	328,674	10,021	397,967	5,153	470,944	3,103	532,830	1,027
School year 2000-01	331,439	14,593	393,828	8,278	463,958	4,491	521,164	1,573

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

The IDEA Amendments of 1997 extended the use of the term developmental delay for 6- through 9-year-olds at states' discretion. OSEP and the CDC commissioned a study of how states have used the term since the 1997 amendments. Twenty states reported using the developmental delay option for children over 5, while other states said they are considering doing so. State-reported data suggest that there has been no surge in the number of children reported to be receiving services under IDEA and that use of the developmental delay option steadily decreases as chronological age increases.

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Appendix

Summary Table of Early Childhood Special Education Eligibility Criteria in the States, District of Columbia, American Samoa, and Guam as of October 2001

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
AL	"Developmental delay": 2 SD in one area 1.5 SD in two areas Supporting evidence on criterion-referenced or other norm-referenced instrument and evidence delay adversely affects performance of age-appropriate activities	3 through 8	*Used:* All	R 1/01
AK	"Early childhood developmentally delayed": 2 SD or 25% delay in one area 1.7 SD or 20% delay in two areas	3 through 8	*Used:* All *Restriction:* "Early childhood developmentally delayed" used as a last resort	G 9/01
AS	None	N/A	*Used:* All	
AZ	"Preschool moderately delayed": 1.5 SD in two areas "Preschool severely delayed": More than 3 SD in one area "Preschool speech/language delayed": 1.5 SD and assessment indicates child not eligible under a different category *plus* Parent input, comprehensive developmental assessment and preponderance of information	3 to "required age for kindergarten" (LEA may admit child within 90 days of third birthday but receives no state or Federal funds until date of third birthday)	*Used:* Hearing, vision impairment *Subsumed:* All others	L 5/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
AR	"Noncategorical": Means a condition of developmental delay which impairs a child's functioning 2 SD in one area 1.5 SD in two areas Delays in self-help and motor skills (gross and fine) can be expressed in months, percentile, or age equivalents using criterion-referenced tests: 3 years: 11 months, <13 percentile, 2 yr 1 mo or less—one area 8 months, <7 percentile, 2 yr 4 mo or less—two areas 4 years: 14 months, <3 percentile, 2 yr 10 mo or less—one area 11 months, <7 percentile, 3 yr 1 mo or less—two areas 5 years: 18 months, <3 percentile, 3 yr 6 mo or less—one area 14 months, <7 percentile, 3 yr 10 mo or less—two areas	3 through 5	*Subsumed:* Mental retardation, emotional disturbance, learning disability	R 6/00
CA	"Individual with exceptional needs" has disabling condition per 34 CFR 300.7 or, "established medical disability"	3 through 5	*Subsumed:* All	L 1/00
CO	"Preschool child with a disability": 1.5 SD in one area or 7 percentile or standard score of 76 *or* Has identifiable condition known to be associated with significant delays in development *or* Informed opinion of assessment team with written documentation	3 through 5	*Used:* All *Restriction:* "Preschool child with a disability" used as a last resort	R 3/99

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
CT	"Developmental delay": Significant delay in one or more areas	3 through 5	*Used:* All	L 1998
DE	"Developmental delay" — 3-year-olds only (categorical for 4-year-olds): 2 SD in one area 1.5 SD in two areas *or* Professional judgment of IEP team based on multiple sources of information and written justification	3 only	For 3-year-olds— *Used:* Autism, deaf-blindness, hearing impairment, severe and trainable mental disability, physical impairment, traumatic brain injury, visual impairment *Subsumed:* Learning disability, emotional disturbance, educational mental disability For 3- and 4-year-olds *Used:* Preschool speech delay For 4-year-olds *Used:* All others	R 7/00
DC	Uses Part B categories only	N/A	*Used:* All	
FL	"Developmentally delayed": 2 SD or 25% delay in one area 1.5 SD or 20% delay in two areas *or* Informed clinical opinion	3 through 5	*Used:* All	R 5/00
GA	"Significant developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 7	*Used:* All	R 8/01
GU	"Developmental delay"	B through 5		O 2/01 pc

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
HI	"Developmental delay": 1.5 SD in one area, except if the area is cognitive, then adaptive development must also be 1.5 SD below the mean (3 through 5) 1.5 SD in 3 areas (6 through 8) *or* Team, including parent, determines that patterns of learning deviate from age expectations across settings and provides the basis and method used in determining eligibility	3 through 8 Note: Different criteria for 6 through 8	*Used:* All	R 6/00
ID	"Developmental delay": Used when other disability categories do not apply 2 SD or 30% delay in age equivalency or function at less than the 3rd percentile in one area 1.5 SD or 25% delay in age equivalency or function at less than the 7th percentile in two or more areas *or* Professional judgment LEAs may apply for and use noncategorical waiver	3 through 9	*Subsumed:* Learning disabled (for 3 through 5) *Used:* All others *Restriction:* "Developmental delay" used as a last resort	R 4/00 and G 4/97
IL	"Developmentally delayed": Meet the criteria of one or more of the other disability categories and are experiencing delay in at least one area	3 through 5	*Used:* All	R 5/00
IN	"Developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 5	*Used:* All	R 6/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
IA	SEAs and LEAs may identify students with disabilities using either a categorical or noncategorical model. "...diagnosis of specific disability, such as autism or sensory impairment may enhance the development and ongoing provision of an appropriate educational program."	N/A	*Used:* All	R 2/00
KS	"Early Childhood Disability": Significant delay in one or more developmental areas "Developmental delay": Definition as per Federal regulations	3 through 5 6 through 9	*Subsumed:* All *Used:* All	R 5/00
KY	"Developmental delay": 2 SD in one area 1.5 SD in two areas *or* Professional judgment of significant atypical quality or pattern of development if normed scores are inconclusive and there is written documentation	3 through 8	*Used:* All	R 9/00
LA	"Developmental delay": 1.5 SD or 25% delay in one area	3 through 8	*Used:* All	O 4/00
ME	"Developmental delay": Parent report, informed clinical judgment, standardized measures where appropriate 2 SD or 25% delay in one area 1.5 SD or 15% delay in two areas *or* 1 SD or 10% delay in one area, plus established biological risk factors	Birth through 5	*Used:* All for ages 3 through 5 (the birth through 2 program under Part C of IDEA uses only "developmental delay")	R 6/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
MD	"Developmental delay": 25% delay in one area *or* Atypical development or behavior *or* Diagnosed condition with high probability of delay	3 through 5	*Used:* All	O 10/01 pc
MA	"Developmental delay": Learning capacity significantly limited, impaired, or delayed and is exhibited by difficulties in one or more areas	3 through 9	*Used:* All	R 9/00
MI	"Preprimary impaired": 50% delay in one or more areas, measured by more than one developmental scale, which cannot be resolved by medical or nutritional intervention (use only if one of the categories is not clearly differentiated)	3 through 5	*Used:* All *Restriction:* "Preprimary impaired" used as a last resort	R 4/97
MN	"Developmental delay": 1.5 SD in two areas *or* Medically diagnosed syndrome or condition *or* Professional judgment (i.e., team override)	3 through 6	*Used:* All	R 6/00
MS	"Developmental delay": 1.5 SD or 25% delay in two areas *or* Diagnosis of disorder of known etiology or chronic or acute medical condition by physician with research to support predicted delays	Birth through 5	*Used:* All	P 4/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
MO	"Young Child with a Developmental Delay": 2 SD or equivalent levels in one area 1.5 SD or equivalent levels in two areas *or* Professional judgment – significant deficit that does not meet stated criterion; or, functioning above criterion due to intensive early intervention, to avoid regression	3 through 5 if identified prior to age of kindergarten eligibility	*Used:* All	P 4/00
MT	"Child with disabilities… ages 3 through 5": experiences a severe delay in development, meets criteria of one of the disability categories *or* 2 SD in one area 1.5 SD in two areas	3 through 5	*Subsumed:* All	R 7/00
NE	"Developmental delay": 2 SD in one area 1.3 SD in two areas *or* Informed clinical opinions of qualified professionals in consultation with the family *or* Diagnosed condition with high probability of resulting in a substantial delay	Birth through 8+ (at discretion of LEA beyond age 5)	*Used:* All	R 10/00
NV	"Developmentally delayed": 2 SD in one area 1 SD in two areas	3 until age 6 on or before 9/30 of current school year	*Used:* All	R 2/00
NH	"Developmental delay": Has impairment in development and has been determined to have one of the other educationally disabling conditions	3 through 9	*Used:* All *Restriction:* Must be determined to have one of the other educationally disabling conditions	R 7/01

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
NJ	"Preschool disabled": Identified disabling condition or measurable developmental impairment	3 through 5	*Used:* All	R 6/00
NM	"Developmentally delayed": 2 SD or 30% in one area *or* Professional judgment of qualified evaluator and IEP team	3 through 9	*Used:* All *Restriction:* "Developmentally delayed" used as a last resort	O 12/00
NY	"Preschool student with a disability": 2 SD or 33% delay in one area 1.5 SD or 25% delay in two areas *or* 12-month delay in one or more areas	3 through 4	*Used:* Autistic, deaf, deaf-blind, hearing impaired, orthopedically impaired, other health impaired, traumatic brain-injured, visually impaired *Subsumed:* Mentally retarded, multiple disabilities, emotionally disturbed, learning disabled, speech or language impaired	R 1/00
NC	"Developmentally Delayed": (a) Delayed/Atypical Development 2 SD or 30% delay in one area 1.5 SD or 25% delay in two areas and Informed educational/clinical opinion and appropriate assessment measures *or* (b) Delayed/Atypical Behavior Evidence that the patterns of behavior occur in more than one setting over an extended period of time. (i) For ages 3-5, one or more of the following: a. delayed or abnormalities in achieving milestones and/or difficulties with issues, such as:	3 through 7	*Used:* All	R 8/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
NC (cont'd)	1. attachment and/or interaction with other adults, peers, materials, and objects; 2. ability to communicate emotional needs; 3. ability to tolerate frustration and control behavior, or 4. ability to inhibit aggression. b. Fearfulness, withdrawal, or other distress that does not respond to comforting or interventions; c. Indiscriminate sociability, for example, excessive familiarity with relative strangers; or d. Self-injurious or other aggressive behavior. (ii) ages 6-7, two or more of the following: a. the inability to interact appropriately with adults and peers; b. the inability to cope with normal environmental or situational demands; c. the use of aggression or self-injurious behavior, or d. the inability to learn due to social/emotional deficits. (iii) Identification based on informed educational/clinical opinion and appropriate assessment measures.			

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
ND	"Non-categorical delay": 2.0 SD or 30% delay in one area, 1.5 SD or 20% in two areas *or* Syndromes and disorders associated with disability; children functioning above stated criteria but eligible based on expected regression if intervention discontinued; children affected by severe environmental deprivation such as both parents being developmentally disabled Use limited to unclear diagnosis and well documented delay	3 through 5 (through the end of the school year in which the child turns 6)	*Used:* All *Restriction:* Use limited to unclear diagnosis and well documented delay	R 12/99
OH	"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas *or* Meets specific criteria for vision or hearing deficit	3 through 5	*Subsumed:* All	R 12/00 (Draft 2.0)
OK	"Developmental delay": 2 SD or 50% in one area 1.5 SD or 25% delay in two areas For ages 6 – 7 may use categorical criteria	3 through 7	*Used:* Deaf blindness, deafness or hearing impairment, visual impairment including blindness	R 4/00 (Draft)
OR	"Developmental delay": 1.5 SD in two areas (Birth to 3, 3 to 5 years) 2.0 SD in one area (Birth to 3 years)	Birth to age of eligibility for kindergarten	*Used:* All	R 5/00
PA	"Developmental delay": 1.5 SD or 25% delay in one area	3 to kindergarten entry, could be 5.5 years as set by LEA	*Used:* All	R 6/01

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
RI	"Developmental delay": 2 SD or 25% delay in one area 1.5 SD in two areas *or* Diagnosed condition which would adversely affect educational performance	3 through 5	*Used:* All	R 12/00
SC	"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas *or* Meets state criteria for selected categories Pilot – Significant developmental delay 2 SD in one area 1.5 SD in two areas	3 through 5 Pilot - 6 through 8 or any subpart	*Subsumed:* All	R 10/99 O 4/00
SD	"Developmental delay": Has Part B disability or severe delay which is defined as 2 SD in one area 1.5 SD in two areas	3 through 5	*Used:* All	R 9/98
TN	"Developmental delay": 2 SD or 40% delay in one area 1.5 SD or 25% delay in two areas *and* Professional observation in the child's natural environment *and* Interview with family member documenting child's strengths and needs	3 through 9 (initial eligibility before age 7)	*Used:* All TN also uses a "functionally delayed" category of disability *Restriction:* "Developmental delay" used as a last resort, initial eligibility before age 7	R 7/00 Proposed

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c] restriction on DD/EC category[d]	Source[e] and date[f]
TX	"Noncategorical Early Childhood": May be used when a child meets criteria for learning disability, mental retardation, emotional disturbance, or autism, or when evaluation data establish a belief that the child meets the requirements for one or more of these categories	3 through 5	*Used:* All *Subsumed:* learning disabled, mental retardation, emotional disturbance, autism	R 3/01
UT	"Developmental delay": 2.5 SD or < 1 percentile in one area 2.0 SD or < 2 percentile in two areas 1.5 SD or < 7 percentile in three areas	3 through 7	*Used:* All *Restriction:* "when adequate evaluation data are available, children must be classified in one of the other specific disabilities categories"	R 6/00
VT	"Eligible for essential early education": 40% delay in one area *or* Medical condition that may result in significant delays *or* If a child receives special instruction, developmental therapy services, or speech services through an IFSP, eligibility is established until 3 years from initial Part C eligibility	3 through 5	*Used:* None	R 3/00
VA	"Developmental delay": Delay in one or more areas (local standards used, 25% delay or 1.0 SD per anecdotal reports)	2 through 8 (2 through 5 required, 5 through 8 optional)	*Used:* All	R 1/01
WA	"Developmental delay": Child meets criteria for developmental delay — 2 SD in one area 1.5 SD in two areas (does not apply for 6 through 8) *or* Qualify for one of the Part B categories	3 through 8 Note: Different criteria for 6 through 8	*Subsumed:* All	R 1/00

Appendix (continued)

State	Developmental delay (DD) or early childhood-specific category/classification and criteria[a]	Age range for DD or early childhood-specific category[b]	Use of Part B categories (those used, those subsumed in definition of DD)[c]/ restriction on DD/EC category[d]	Source[e] and date[f]
WV	"Preschool special needs": 25% delay in two areas	3 through 5	*Subsumed:* All	R 1/00
WI	"Significant developmental delay": 1.5 SD in two areas or other appropriate measures. Other suspected handicapping conditions shall be considered	3 through 5 *or* below compulsory school age	*Used:* All *Restriction:* "Significant developmental delay" used after other categories considered	R 2/97 O 4/97, 8/98
WY	"Developmental disability": Child does not qualify in other categories; 2 SD in one area 1.5 SD in two areas *and* Confirmation of developmental disability through observation data and information obtained from the child's parent(s), teachers, and/or primary caregivers.	3 to enrollment in a public school program	*Used:* All *Restriction:* "Developmental disability" used as a last resort	R 5/00

How To Read This Table

a/ Contains the state's term(s) in quotation marks for disability category used only for young children, typically in the age range 3 through 9 or a subset thereof.
Contains the eligibility criteria for said term(s).
Criteria for early-childhood-specific eligibility categories typically reference a child's status in one or more developmental areas. The term "area" in this column refers to developmental area. Although states vary somewhat, most list five areas (or some variation thereof): cognitive, language, physical, psychosocial, and self-help. SD refers to standard deviations below the mean on a norm-referenced standardized instrument.

b/ States may change their developmental delay age range at any time, so numbers presented here are subject to change.

c/ "Used" indicates which Part B disability categories are used for children in the early childhood age range designated by the state.
Subsumed" indicates which Part B disability categories the state includes within its definition or criteria for DD or for its early childhood-specific category; developmental delay is used for categories such as learning disabilities which may be difficult to definitively diagnose in younger children.

d/ "Restriction" indicates whether the state policy is to use developmental delay, or other disability term specific to early childhood, only if the child is not eligible under another category but meets the criteria for developmental delay, or other term.

e/ R -- Rules or regulations; G -- Guidance document such as Guidelines, Handbook; L -- state law, statute, code; O -- Other - correspondence, memo distributed within the state on implementing eligibility policy; P -- state's plan and procedures for implementing IDEA submitted to OSEP; Subscript (pc) - personal communication from Section 619 Coordinator or other state official.

f/ Date on the source document, date effective, or most recent date acknowledged. For example, some state documents on-line may show the most recent date that volume of regulations was updated. It may not mean that the regulations for special education changed on that date. NASDSE's FORUM project has provided leadership in the National State Policy Database and maintains a table of expected state regulations revisions. Many states have revised their regulations very recently or are in the process of doing so.

II. STUDENT CHARACTERISTICS

Infants and Toddlers Served Under IDEA

Preschoolers Served Under IDEA

Students Ages 6 Through 21 Served Under IDEA

A Changing Population: Individual and Household Characteristics of High School Students With Disabilities

Infants and Toddlers Served Under IDEA

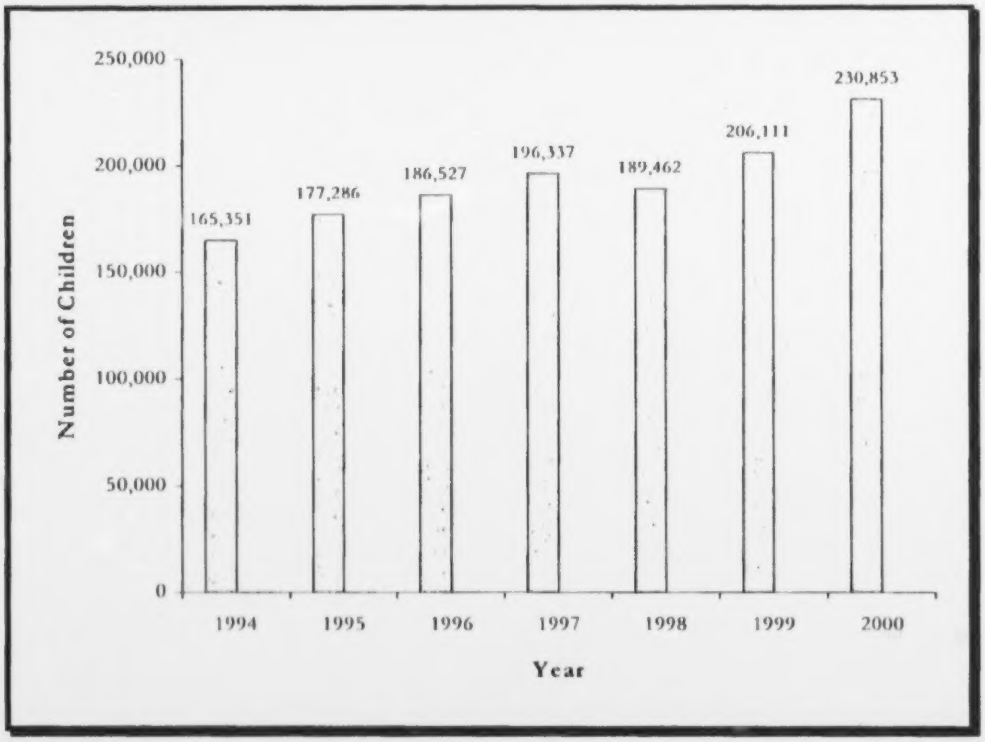
The Education of the Handicapped Act Amendments of 1986 established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the Individuals with Disabilities Education Act. The program assists states in developing and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system that makes early intervention services available to all children with disabilities from birth through age 2. Full implementation of the program in all states and outlying areas was achieved by September 30, 1994 (U.S. Department of Education, 2000).

This module presents state-reported data about the number of infants and toddlers with disabilities receiving services in 2000-01 and the racial/ethnic distribution of this population. It also presents 1999-2000 data on the environments in which services were provided and the percentage of infants and toddlers served who transitioned to Part B services.

The Number of Children Served Under IDEA, Part C

Since 1994, the number of infants and toddlers served under Part C has grown 40%, from 165,351 on December 1, 1994, to 230,853 on December 1, 2000 (see Table AA9 and Figure II-1). After excluding children from the outlying areas, these counts represent 1.4% of the 1994 birth through 2-year-old population and 2% of the 2000 birth through 2-year-old population (see Table AH1). The increase in the number of children receiving services remained steady from 1994 to 1997 but declined in 1998 before resuming its upward direction. Anecdotal reports from states have attributed the increase in the child count to improved Child Find efforts, more efficient data collection procedures, and staff training. Part of the decline in the 1998 Part C child count may be accounted for by changes in the administrative data collection procedures in Illinois and Ohio. In 1998, the lead agency and thus the responsibility for collecting and reporting Part C data in Illinois passed from the Department of Education to the Department of Human Services. Such a change can lead to volatility in the data because different agencies may have different counting procedures and priorities. In the case of Illinois, the change in lead agency resulted in a 31% drop in the number of infants and toddlers served, a decline of 2,403 children. Also in 1998, Ohio changed to a new data collection system it believes is more reliable and able to eliminate possible duplication in the child count that the state experienced in previous data collection years. This change resulted in a 77% drop in Ohio's infant and toddler count, a decline of 17,756 children.

Figure II-1
Number of Infants and Toddlers ServedUnder IDEA, Part C, 1994 Through 2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

By 1999, the Illinois and Ohio transitions were complete, and the 10% increase appears to be an adjustment for the aberrant dip in the count for the previous year. The 12% increase in the child count from 1999 to 2000 was the largest 1-year increase since the Part C data collection was fully implemented in 1994. Most states and outlying areas contributed to this increase; however, some states' child count numbers rose at a higher rate than expected. Illinois' child count rose from 8,104 to 11,506, a 42% increase. Illinois attributed this large increase to continued improvements in Child Find efforts. West Virginia reported a 55% increase in its child count, from 833 in 1999 to 1,288 in 2000. The state reported that it was rebounding from difficulties experienced in converting from a database and paper transfer process to a newly created data application. Only seven states and two outlying areas reported a decrease in the number of infants and toddlers served under Part C in 2000. All other states and outlying areas reported increases in Part C child count.

In the 2000 child count, 16% of the total number of children served under Part C were birth through 1 year old. Thirty-two percent of the children served were 1 through 2 years old, and 53% were between 2 and 3 years of age (see Table AH1). Since 1994, the distribution of discrete age groups in the child count has varied only slightly. From year to year, the birth through 1-year-old age group ranged between 16% and 18% of the total; the 1- through 2-year-old age group ranged between 32% and 33%, and the 2- through 3-year-old age group has ranged between 49% and 53% from 1994 to 2000.

In 2000, nine states and one outlying area reported serving at-risk infants and toddlers under Part C: California, Hawaii, Indiana, Massachusetts, Nevada, New Hampshire, New Mexico, North Carolina, West Virginia, and Guam. An at-risk child is defined as a child under age 3 who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided. Of the states that reported serving at-risk infants and toddlers in the 2000 child count, two reported more than half of their Part C population in the at-risk category: California reported 75% and Hawaii reported 54% of their Part C populations as at risk. New Mexico reported 37%, Indiana reported 14%, and North Carolina reported 13% of their Part C populations in this category. The remaining five states and one outlying area reported serving 4% or less of their child count in the at-risk category (see Tables AH1 and AH2).

Race/Ethnicity of Infants and Toddlers Served

This section describes the racial/ethnic distribution of the children served under Part C in 2000. The collection of race/ethnicity data under IDEA began in 1998. Because New York has not yet submitted race/ethnicity data for 2000, and the data collection is still somewhat new, the figures reported here should be interpreted cautiously. According to the 2000 child count, 63% of the children served under Part C were classified as White (non-Hispanic); 17% were Hispanic; 16% were Black (non-Hispanic); 4% were Asian/Pacific Islander; and 1% were American Indian/Alaska Native. There has been little change in the distribution of children served by race/ethnicity since these data were first collected in 1998. A comparison of the percentage of children served under Part C with the birth through 2 population of the 50 states, the District of Columbia, and Puerto Rico is shown in Figure II-2. The data from Summary File 1 of the 2000 Census indicates that 60% of the national birth through 2 population was White (non-Hispanic); 21% was Hispanic; 15% was Black (non-Hispanic); 4% was Asian/Pacific Islander; and 1% was American Indian/Alaska Native (see Tables AF6 and AH7).[1]

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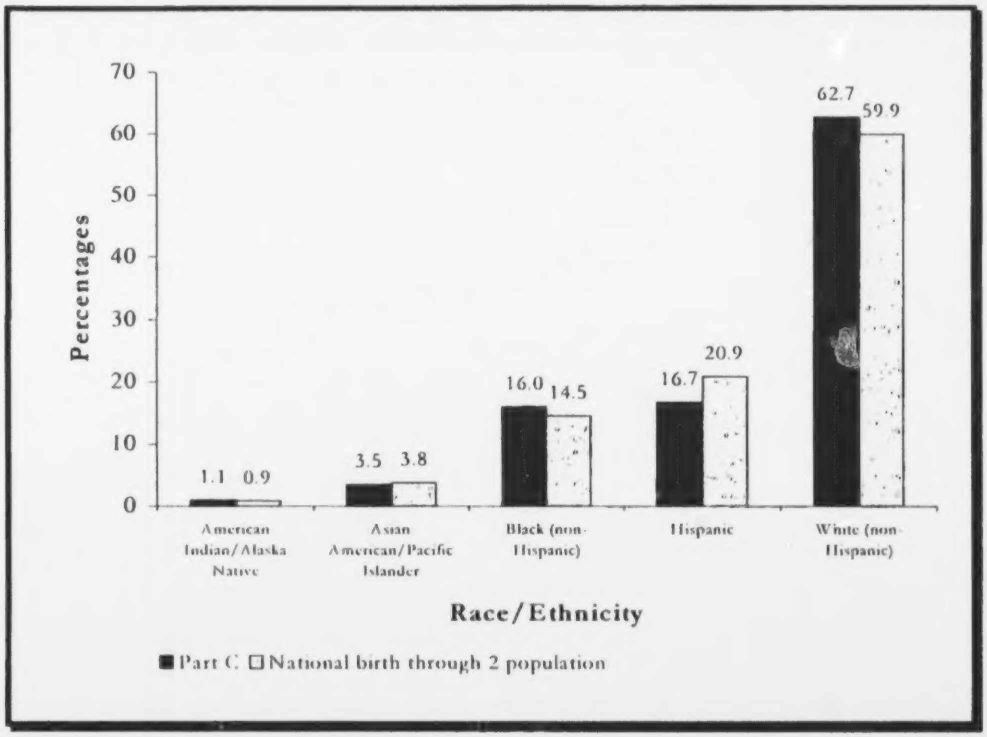
[1] Data from the 2000 Census are available from the U.S. Census Bureau web site at www.Census.gov.

Figure II-2
Race/Ethnicity: National[a/] Versus Part C Percentages



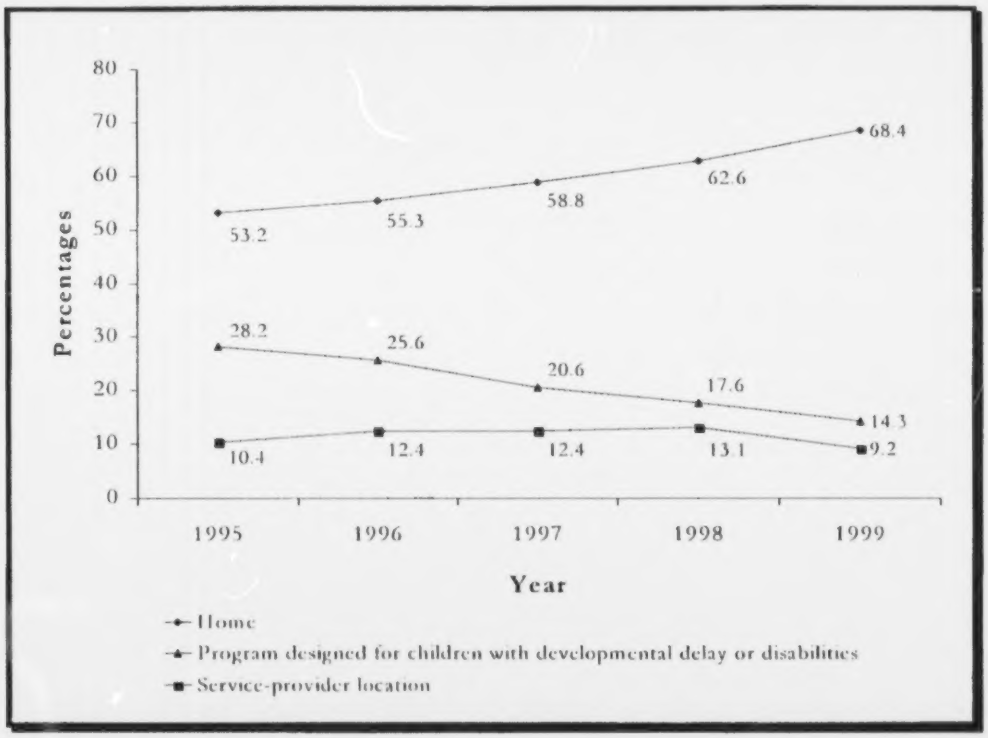
a/ Data from 50 states, the District of Columbia, and Puerto Rico.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Early Intervention Service Settings for Infants and Toddlers With Disabilities

Data are collected in seven early intervention service setting categories under Part C. The categories are: program designed for children with developmental delays or disabilities, program designed for typically developing children, home, hospital (inpatient), residential facility, service provider location, and other setting. Part C of IDEA mandates states to provide services in natural environments. Natural environments include home and community settings in which children without disabilities participate. During the 1999-2000 reporting period, states reported that 68% of all early intervention services took place in the home (see Table AH5), compared with 63% served in 1998-99 and 53% in 1995-96, before the 1997 Amendments were enacted (see Figure II-3).

Figure II-3
Part C Settings, 1995 Through 1999



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Programs designed for children with developmental delay or disability were the second most reported service setting for infants and toddlers, accounting for 14% of the children served under Part C (see Table AH5). Use of this service-setting category continues to decline as states move to serve children in more natural environments. In 1995, 28% of infants and toddlers were served in this setting.

The third most reported service setting was the service-provider location, where 9% of Part C children were served in 1999 (see Table AH5). The percentage of children with disabilities served in this category has varied somewhat from year to year. In 1995, 10% of children were reported as receiving services in the service-provider location, compared with 13% in 1998.

All states and outlying areas reported 1999-2000 settings data; however, Massachusetts reported serving infants and toddlers only in the home setting category. Although Massachusetts families enrolled in Part C receive services in a variety of settings, the state reports that most services are provided in the home.

Transition to Part B

The Part C exiting data were first collected in 1998. Because 1999-2000 was only the second year exiting data were collected, the data should be interpreted cautiously. The exiting categories for reporting children who have reached the maximum age for Part C services include: Part B eligible (65,149); not eligible for Part B, exit with referrals to other programs (12,340); not eligible for Part B, exit with no referrals (6,746); and Part B eligibility not determined (12,611). Among children who had reached the maximum age for Part C services, 67.3% exited Part C eligible for Part B services. This percentage is up slightly from 1998-99 (66.0%). Another 12.7% of children who reached the maximum age for Part C services in 1999-2000 exited Part C with referrals to other programs (see Table AH6).

Summary

In 2000, the number of birth through 2-year-olds with disabilities served under Part C saw its largest 1-year increase since all states and outlying areas reported full implementation of Part C in 1994. States attribute the continued increase in child count to increased Child Find efforts, extensive staff training, improved data processing procedures, and improved data collection systems. Use of the home setting category continues to increase. During this second year of collecting exit data, states continued to report eligibility for Part B as the most common reason for exit.

Reference

U.S. Department of Education. (2000). *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington, DC: U.S. Government Printing Office.

Preschoolers Served Under IDEA

In 1975, Congress passed the Education for All Handicapped Children Act (P.L. 94-142) after determining that millions of children with disabilities were not receiving "appropriate educational services which would enable them to have full equality of opportunity" (IDEA Amendments of 1997, §601(c)(2)(B)). Although the 1975 law ensured the provision of a free appropriate public education (FAPE) to students with disabilities, it did not mandate services for preschoolers with disabilities. Instead, children ages 3 through 5 with disabilities were served under an incentive grants program. The importance of the preschool years was reflected in the Education of the Handicapped Act (EHA) Amendments of 1986, when Congress amended Section 619 of the law to include a new Preschool Grants for Children with Disabilities Program (U.S. Department of Education, 2000). All states currently participate in the Section 619 program. In order to be eligible to receive funding under the program, states are required to make a free appropriate public education available to all children with disabilities, ages 3 through 5, residing in the state. States may also provide services, at the state's discretion, to 2-year-old children with disabilities who will turn 3 during the school year. States were required to serve all eligible preschoolers by the 1991-92 school year (U.S. Department of Education, 2000).

This module presents state-reported data on preschoolers with disabilities for the 2000-01 school year, including the number of children served under the Individuals with Disabilities Education Act (IDEA) and their racial/ethnic composition. The module also includes disability category and educational environment data for preschoolers served under IDEA during the 1999-2000 school year.

Number of Preschoolers Receiving Special Education Services

For the 2000-01 school year, states reported serving 599,678 children ages 3 through 5 with disabilities under IDEA (see Table AA1), up from 589,134 in 1999-2000. This number represents an increase of 144,229 preschoolers or a 31.7% growth in children served since 1992-93 (see Figure II-4). From 1992-93 to 2000-01, the number of 3-year-olds receiving services increased 44%; the number of 4-year-olds increased 37.6%, and the number of 5-year-olds receiving services increased 22.4%. Preschoolers served under IDEA accounted for 5% of the total population of children ages 3 through 5 living in the 50 states, the District of Columbia, and Puerto Rico (see Tables AA1 and AF3).[1]

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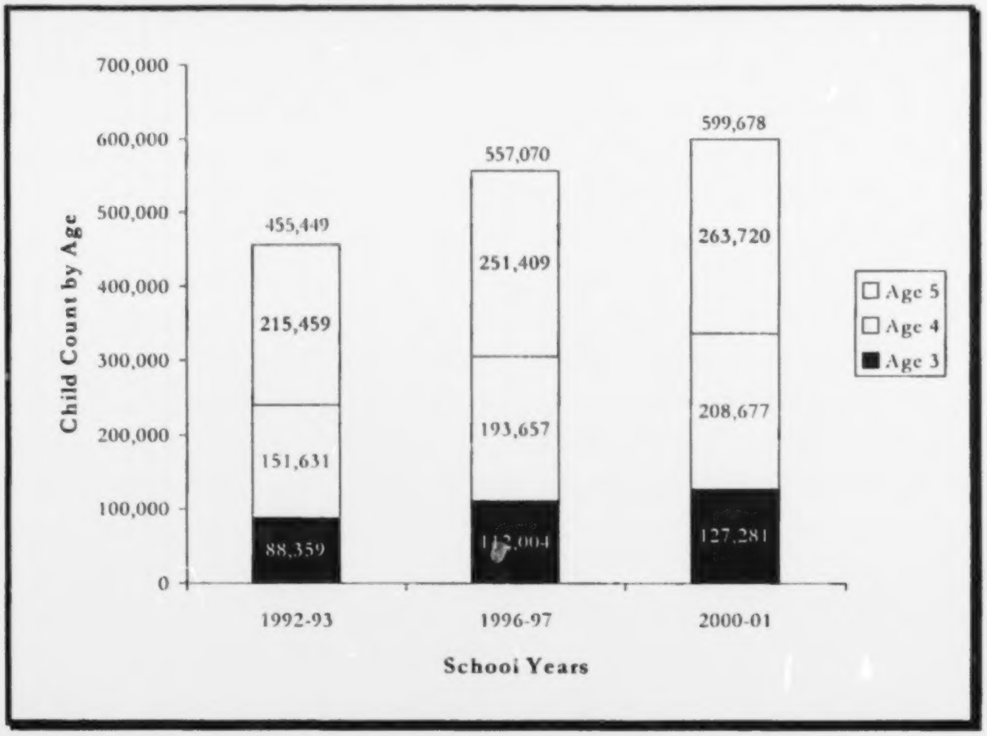
[1] Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Figure II-4
Number of Preschoolers Receiving Services Under IDEA During the 1992-93, 1996-97, and 2000-01 School Years



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Comparing 1996-97 data with 2000-01 data shows a similar but less dramatic increase: 13.6% for 3-year-olds, 7.8% for 4-year-olds, and 4.9% for 5-year-olds. The continuing child count increase seen within the youngest age group may in part reflect expanded Child Find outreach activities and states' success in transitioning children from Part C to Part B.

Disability Categories of Preschool Children Served Under IDEA

P.L. 94-142 mandated the collection of disability category data on all children with disabilities, but collection of these data for children ages 3 through 5 was discontinued in the EHA Amendments of 1986. The IDEA Amendments of 1997 restored this requirement. The *24th Annual Report to Congress* marks the first

Table II-1
Percentage of Preschoolers Receiving Services During 2000-01

Specific disabilities	Age 3	Age 4	Age 5	All preschoolers
Specific learning disabilities	2.6	2.9	4.1	3.3
Speech or language impairments	46.3	52.1	61.9	55.2
Mental retardation	4.1	3.7	4.8	4.3
Emotional disturbance	1.2	1.3	1.6	1.4
Multiple disabilities	2.4	2.0	2.0	2.1
Hearing impairments	1.6	1.3	1.3	1.4
Orthopedic impairments	2.3	1.7	1.6	1.8
Other health impairments	2.5	2.0	2.2	2.2
Visual impairments	0.8	0.6	0.5	0.6
Autism	2.6	2.4	2.8	2.6
Deaf-blindness	0.0	0.0	0.0	0.0
Traumatic brain injury	0.2	0.1	0.2	0.1
Developmental delay	33.4	29.9	17.0	24.9
All disabilities	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

publication of disability data on preschoolers since 1987-88. The 13 disability categories are specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay.

As shown in Table II-1, speech or language impairment was the most prevalent disability category, accounting for 55.2% of all preschoolers served in 2000-01. Developmental delay was the next most common disability category, accounting for 24.9% of preschoolers served (see Table AA7).

The distribution of disabilities among preschoolers varied by age. For example, developmental delay was more frequent among younger preschoolers, while speech or language impairment was more frequent among older preschoolers. These variations by age may in part reflect the reclassification of preschoolers with developmental delay as more specific disabilities become apparent. The percentages of children reported in other disability categories remained relatively small and constant across the 3- through 5-year-old range.

Educational Environments for Preschoolers With Disabilities

In 1998-99, the Federal data collection was revised to add separate categories for reporting the educational placements of preschoolers served under IDEA. The revised educational environments for preschoolers now include early childhood setting, early childhood special education setting, home, part-time early childhood/part-time early childhood special education setting, residential facility, separate school, itinerant services outside the home (optional), and reverse mainstream (optional).

During the 1999-2000 school year, 36.2% of preschoolers were served in early childhood settings, 34.0% in early childhood special education settings, and 12.9% in part-time early childhood/part-time early childhood special education settings (see Table AB1). Another 3.6% were served at home; 7.1% received itinerant services outside the home; 4.4% attended a separate school; 1.7% were served in a reverse mainstream setting; and 0.1% lived in a residential facility. These figures indicate that 60% of the preschoolers were served in environments specifically designed to serve children with disabilities, and 40% were served in typical early childhood settings or at home.[2] Eleven states reported serving more than 50% of their preschoolers with disabilities in early childhood settings, and 17 states reported serving fewer than 25% of their preschoolers in such settings.

Educational Environments by Race/Ethnicity

Table II-2 presents educational environment data by race/ethnicity for preschoolers served in 1999-2000. Early childhood settings were the most common placement for American Indian children (44.9%), White non-Hispanic children (36.9%), and Black non-Hispanic children (35.9%) (see Table AB9). In contrast, early childhood special education settings were the most frequently reported placement for Asian/Pacific Islander preschoolers (48.8%) and Hispanic preschoolers (40.5%). Across racial/ethnic groups, similar percentages of children were reported as being served in the home, in a residential facility, in a separate school, or in a reverse mainstream setting. When compared to other racial/ethnic groups, relatively fewer Asian/Pacific Islander children were served in part-time early childhood special education settings, and relatively fewer American Indian children were reported as receiving itinerant services outside the home.

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[2] Texas and the District of Columbia did not report settings data for preschoolers served under IDEA.

Table II-2
Preschool Educational Environments by Race/Ethnicity, 1999-2000

Educational environments	American Indian	Asian/ Pacific Islander	Black	Hispanic	White
Early childhood	44.9	24.3	35.9	29.3	36.9
Early childhood special education	30.0	48.8	33.4	40.5	33.1
Home	2.5	4.0	2.7	3.4	3.9
Part-time early childhood/part-time early childhood special education	15.2	7.9	15.3	13.2	12.1
Residential facility	0.3	0.3	0.4	0.3	0.4
Separate school	2.6	3.0	4.2	2.5	3.6
Itinerant service outside the home	3.4	10.4	7.1	9.2	8.0
Reverse mainstream setting	1.1	1.2	0.9	1.5	2.0
Total	100.0	100.0	100.0	100.0	100.0

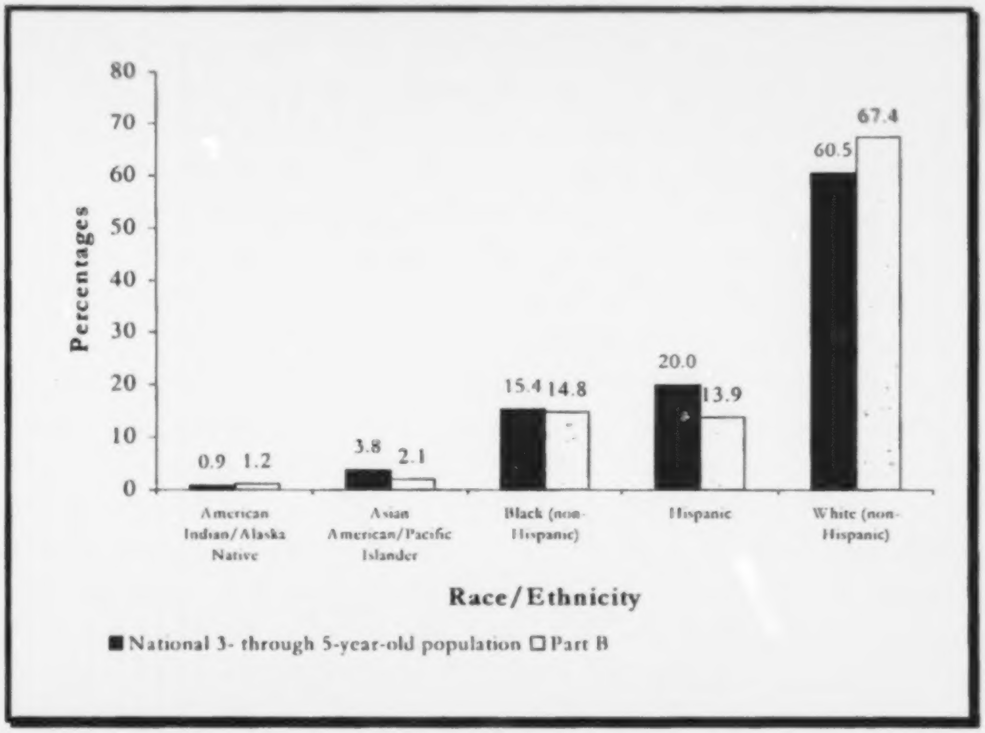
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Race/Ethnicity of Preschoolers Served Under IDEA

The IDEA Amendments of 1997 require states to submit data on the race/ethnicity of students receiving special education and related services beginning with the 1998-99 school year. This section of the module describes the racial/ethnic distribution of preschoolers served in 2000-01 and the disability distribution within each racial/ethnic group. Because New York has not yet submitted race/ethnicity data for the 2000-01 school year, the data presented here are incomplete and should be interpreted accordingly.

Appendix Table AF7 presents race/ethnicity data for the preschoolers served under Part B in 2000-01. As Figure II-5 shows, White (non-Hispanic) preschoolers were overrepresented in the Part B population. Asian American/Pacific Islander and, especially, Hispanic children were underrepresented among the preschoolers served under IDEA. For American Indian/Alaska Native and Black (non-Hispanic) preschoolers, the Part B and general populations were roughly equal.

Figure II-5
Race/Ethnicity: National[a/] Versus Part B Percentages



a/ Data from 50 states, the District of Columbia, and Puerto Rico.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Disability Distribution by Race/Ethnicity

Speech or language impairment was the most frequently reported disability category for all racial/ethnic groups with one exception: among American Indian/Alaska Native preschoolers, developmental delay was the most frequently reported category, accounting for nearly half of the children served under IDEA (see Table II-3). Among White, Hispanic, Black, and Asian/Pacific Islander preschoolers, developmental delay was the next largest disability category, but the proportion of Hispanic children reported in this category was smaller than that of other racial/ethnic groups (19.0% vs. 32.9% for Black children, 29.4% for Asian/Pacific Islanders, and 27.2% for White children).

Table II-3
Disability Distribution by Race/Ethnicity for Preschoolers Served in 2000-01

Specific disabilities	American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
Specific learning disabilities	3.3	3.5	3.1	6.4	2.3
Speech or language impairments	39.4	42.6	47.7	56.3	56.2
Mental retardation	1.8	5.2	5.8	5.2	4.0
Emotional disturbance	0.6	0.9	1.4	0.5	1.2
Multiple disabilities	1.1	2.1	1.6	1.8	1.4
Hearing impairments	1.1	2.3	1.2	1.8	1.3
Orthopedic impairments	0.9	2.9	1.7	2.7	1.7
Other health impairments	1.5	2.3	1.6	2.7	1.6
Visual impairments	0.5	1.0	0.5	0.8	0.5
Autism	0.9	7.5	2.2	2.6	2.3
Deaf-blindness	0.1	0.1	0.0	0.1	0.0
Traumatic brain injury	0.1	0.2	0.2	0.1	0.1
Developmental delay	48.6	29.4	32.9	19.0	27.2
All Disabilities	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Among Asian/Pacific Islander preschoolers, 7.5% were reported to have autism. In comparison, 2% to 3% of White, Black, and Hispanic children and less than 1% of American Indian/Alaska Native children were reported as having autism. More than 6% of Hispanic preschoolers were reported in the specific learning disabilities category, compared with between 3% to 4% of American Indian/Alaska Native, Asian/Pacific Islander, and Black children and 2.3% of White children. More than 5% of Asian/Pacific Islander, Black, and Hispanic preschoolers were reported as having mental retardation, compared with about 2% of American Indian/Alaska Native preschoolers and 4% of White preschoolers.

Summary

The number of preschool children with disabilities served under IDEA increased in 2000-01, but at a slower rate than in previous years. Disability category data indicated that more than half of the preschoolers served were reported as having speech or language impairments, while another quarter were reported as having developmental delays. Speech or language impairment was the most frequently used disability category for all racial/ethnic groups with the exception of American Indian/Alaska Native preschoolers, who were more frequently reported in the developmental delay category.

Reference

U.S. Department of Education. (2000). *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington, DC: U.S. Government Printing Office.

Students Ages 6 Through 21 Served Under IDEA

As mandated by Congress, since 1976-77 the U.S. Department of Education has collected data on the number of students ages 6 through 21 with disabilities who receive services under the Individuals with Disabilities Education Act (IDEA). During this 25-year period, the number of students receiving services has grown to more than 5 million. This module describes the characteristics of students with disabilities served during the 2000-01 school year and discusses changes in the number of students served, their distribution across disability categories, and their distribution across age groups since 1991-92.

Students Served Under IDEA by Disability Category

In 2000-01, states and outlying areas reported serving 5,775,722 students ages 6 through 21 under IDEA. This represents an increase of 28.4% since the 1991-92 school year. Students ages 6 through 17 with disabilities made up 11.5% of the estimated student enrollment for grades prekindergarten through 12th grade (see Table AA13). This percentage is also comparable to previous years (11.4% in 1999-2000).[1]

States report disability data in 13 categories: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, traumatic brain injury, and developmental delay. The developmental delay category, introduced in 1997-98, is applicable only to children ages 3 through 9. Its use for students ages 6 through 9 is optional for states and local education agencies (LEAs). In 2000-01, 28 states, the Bureau of Indian Affairs, and outlying areas used the developmental delay category to report data for 6- through 9-year-olds. Table II-4 shows the distribution of students served under IDEA during school years 1991-92 and 2000-01 by disability category and shows the percent change in each category during that period (see Tables AA3 and AA9).

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[1] Enrollment data are 2000-01 estimates from the National Center for Education Statistics (NCES). These estimates include students with and without disabilities.

Table II-4
Number of Students Ages 6 Through 21 Served Under IDEA During 1991-92 and 2000-01

Disability	1991-92	2000-01	Percent change in number
Specific learning disabilities	2,247,004	2,887,217	28.5
Speech or language impairments	998,904	1,093,808	9.5
Mental retardation	553,262	612,978	10.8
Emotional disturbance	400,211	473,663	18.4
Multiple disabilities	98,408	122,559	24.5
Hearing impairments	60,727	70,767	16.5
Orthopedic impairments	51,389	73,057	42.2
Other health impairments	58,749	291,850	396.8
Visual impairments	24,083	25,975	7.9
Autism	5,415	78,749	1,354.3
Deaf-blindness	1,427	1,320	-7.5
Traumatic brain injury	245	14,844	5,958.8
Developmental delay	--	28,935	--
All disabilities	4,499,824	5,775,722	28.4

Note: Reporting in the autism and traumatic brain injury categories was optional in 1991-92 and required beginning in 1992-93.

Data from 1991-92 include children with disabilities served under the Chapter 1 Handicapped program.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Four disability categories (specific learning disabilities, speech or language impairments, mental retardation, and emotional disturbance) continued to account for the majority of students served under IDEA. The specific learning disabilities category represented half of all students served. Speech or language impairments (18.9%), mental retardation (10.6%), and emotional disturbance (8.2%) were the next largest categories. Together, these four categories represented 87.7% of all students ages 6 through 21 served under IDEA, down somewhat from the 93.3% of students served that these categories represented in 1991-92 (see Table AA9).

Of the categories that now include 100,000 students or more, other health impairments showed the largest increase between 1991-92 and 2000-01 (from 58,749 to 291,850). As a percentage of total students served, this category grew from 1% of the total in 1991-92 to 5% in 2000-01 (see Table AA9). Moreover, four states (Colorado, Delaware, Michigan, and Mississippi) report children with other health impairments under the orthopedic impairments category. If these four states did not combine these categories, it is likely that the growth in the other health impairments category would be even larger. One possible explanation for the growth in this category comes from the states, which have reported that the increase is due in large part to the increased identification and provision of services to children with attention deficit disorder and attention deficit/hyperactivity disorder.

Developmental delay is another category that has experienced substantial growth. Since the category was introduced in 1997-98, the number of students reported in it has grown by 663%. The category grew 50.2% in the past year alone. And although autism accounts for a relatively small number of students served, reporting in this category has also increased dramatically in recent years, growing more than 400% since reporting in this category was first required in 1992-93 (see Table AA9).

Age-Group Distribution

Between 1991-92 and 2000-01, the growth in the number of children served has varied by age group. The 12-through-17 age group showed the greatest growth. The number of students served in this age group increased 40.5% during that period. For the 18-through-21 age group, the increase during the same period was 20.1%, and for the 6-through-11 age group, it was 19.3% (see Table AA9).

Among all age groups, specific learning disabilities has continued to be the largest disability category. However, the rank order of the next largest categories differs by age group. For students ages 6 through 11, the second largest disability category was speech or language impairments, followed by mental retardation and emotional disturbance. For students in the 12-through-17 and 18-through-21 age groups, the speech or language impairments category was ranked fifth and sixth in size, respectively. For these age groups, mental retardation and emotional disturbance were the second and third largest disability categories after specific learning disabilities (see Table AA9).

Race/Ethnicity

The IDEA Amendments of 1997 require that states report the race/ethnicity of children who receive special education and related services. States report race/ethnicity data in five categories: American Indian/Alaska Native, Asian/Pacific

Table II-5

Percentage of Students Ages 6 Through 21 Served Under IDEA by Disability and Race/Ethnicity, During the 2000-01 School Year

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)	All students served
Specific learning disabilities	56.3	43.2	45.2	60.3	48.9	50.0
Speech or language impairments	17.1	25.2	15.1	17.3	20.8	18.9
Mental retardation	8.5	10.1	18.9	8.6	9.3	10.6
Emotional disturbance	7.5	5.3	10.7	4.5	8.0	8.2
Multiple disabilities	2.5	2.3	1.9	1.8	1.8	2.1
Hearing impairments	1.1	2.9	1.0	1.5	1.2	1.2
Orthopedic impairments	0.8	2.0	0.9	1.4	1.4	1.3
Other health impairments	4.1	3.9	3.7	2.8	5.9	5.1
Visual impairments	0.4	0.8	0.4	0.5	0.5	0.4
Autism	0.6	3.4	1.2	0.9	1.4	1.4
Deaf-blindness	0.0	0.0	0.0	0.0	0.0	0.0
Traumatic brain injury	0.3	0.3	0.2	0.2	0.3	0.3
Developmental delay	0.7	0.6	0.7	0.2	0.6	0.5
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0

Note: Does not include data for New York State.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Islander, Black (non-Hispanic), Hispanic, and White (non-Hispanic). This section of the module examines the racial/ethnic composition of the IDEA 6 through 21 population. For each racial/ethnic group, it examines the distribution across disability categories and compares these results with the distribution of all students with disabilities. However, it should be remembered that this is only the third year that race/ethnicity data have been reported and that the reporting of these data continues to be a problem for states. Table II-5 shows the percentage of students served by race/ethnicity and disability during the 2000-01 school year.[2]

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[2] New York's data are not included in the data presented in Table II-2. New York has not yet provided race/ethnicity data for 2000-01.

The 2000-01 racial/ethnic make up of students ages 6 through 21 served under IDEA is similar to that reported for 1999-2000. White students made up 62.3% of the students served; 19.8% of students served were Black; 14.5% were Hispanic; 1.9% were Asian/Pacific Islander; and 1.5% were American Indian/Alaska Native (see Table AA15). The 2000 Census allowed respondents to report themselves in multiple racial/ethnic categories. IDEA, however, uses five mutually exclusive racial/ethnic categories. Using data from Summary File 1 of 2000 Census, we estimate that 62.9% of all children ages 6 through 21 would be considered White (non-Hispanic), using the IDEA race/ethnicity categories; 14.8% would be considered Black (non-Hispanic); 17.5% would be considered Hispanic; 3.8% would be considered Asian/Pacific Islander; and 1% would be considered American Indian/Alaska Native (see Table AF8).

Table II-5 presents the distribution of each racial/ethnic group across the 13 disability categories. As shown in that table, specific learning disabilities was the most frequent disability category for all racial/ethnic groups. In fact, with one exception, the rank order of the five largest disability categories is the same for all groups: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, and other health impairments. The exception is that the order of mental retardation and speech or language impairments is reversed for Blacks (see Table AA15).

When compared with the average percentages for all students with disabilities, the percentages of Black students receiving services for mental retardation or emotional disturbance were higher, and the percentages receiving services for specific learning disabilities or speech/language impairments were lower. Among Hispanic students, the percentage receiving services for specific learning disabilities was higher than that for all students with disabilities, and the percentages receiving services for emotional disturbance, other health impairments, or mental retardation were lower. The percentages of Asian/Pacific Islander students receiving services for speech/language impairments or autism were higher than those for all students with disabilities, and the percentages receiving services for specific learning disabilities or emotional disturbance were lower. As is the case for Hispanic students, the percentage of American Indian/Alaska Native students receiving services for specific learning disabilities was higher than that for all students with disabilities, and the percentage receiving services for mental retardation was lower. The percentages of White students in most disability categories were all close to those for the IDEA student population as a whole, but the percentages of White students in the other health impairments category was higher.

Summary

The number of students ages 6 to 21 with disabilities served under IDEA has continued to grow at a steady rate, rising 28.4% since 1991-92. During this time period, four disability categories have accounted for the majority of students served: specific learning disabilities, speech or language impairments, mental retardation, and emotional disturbance. The other health impairments category experienced substantial growth in both the number of children served and as a percentage of all children with disabilities. Developmental delay and autism, although small categories in terms of the percentages of children served, have also experienced large growth during the same period.

In 2000-01, the rank ordering of the top five disability categories was nearly identical for all racial/ethnic groups; however, students from some racial/ethnic groups were overrepresented or underrepresented in specific disability categories when compared with the IDEA student population as a whole. For example, the percentages of White children receiving services for other health impairments, American Indian/ Alaska Native and Hispanic children receiving services for specific learning disabilities, the percentage of Asian/Pacific Islander children receiving services for speech or language impairments, and the percentage of Black children receiving services for mental retardation were somewhat higher than the percentages for all students served under IDEA. Conversely, the percentages of Asian/Pacific Islander and Hispanic children receiving services for emotional disturbance and the percentage of Hispanic children receiving services for other health impairments were lower than the percentages observed for all IDEA students. Race/ethnicity data should still be viewed with caution, however.

A Changing Population: Individual and Household Characteristics of High School Students With Disabilities

The composition of the student population in America's schools has changed dramatically in recent decades. For example, there has been a marked increase in the diversity of students' racial/cultural and language backgrounds. The population of students with disabilities clearly reflects such demographic changes (see Table II-8). The population of students with disabilities also reflects changes in the numbers of children identified in particular disability categories (such as specific learning disabilities or other health impairments) over time (see Table II-6).

Two studies sponsored by the Office of Special Education Programs (OSEP) provide a unique opportunity to identify the nature and extent of such changes among students receiving special education services in secondary school. The National Longitudinal Transition Study (NLTS), conducted from 1987 through 1993, examined the characteristics, experiences, and achievements of a nationally representative sample of secondary school students receiving special education as they transitioned into early adulthood. As the first source of nationally representative data on students with disabilities, NLTS prompted OSEP to launch an extensive program of longitudinal research that includes children and youth from birth to young adulthood. As part of that research program, the National Longitudinal Transition Study-2 (NLTS2) was commissioned in 2000. This study, which is modeled on NLTS, will follow secondary-school-age students through their mid-20s, collecting data on secondary school and postschool experiences. The two studies were designed so that valid comparisons can be made between students who received special education in the late 1980s and students receiving special education in the early years of the 21st century.

Information now is available from the first wave of interviews with parents of NLTS2 students, conducted in the spring and summer of 2001. This information can be compared with data from similar interviews of parents conducted in 1987 for the age groups of students included in Wave 1 of both studies: 15-, 16-, and 17-year-olds.[1] A series of reports over the next few years will examine changes in many aspects of student characteristics and their experiences in high school. Later waves of data also will be compared to illuminate differences in the postsecondary achievements of young people with disabilities.

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[1] The samples were weighted to have the same distribution of these three age groups: 26% are 15, 35% are 16, and 38% are 17.

Table II-6
Disability Category Distribution of Youth With Disabilities, 1987 and 2000

Primary disability category	Federal child count (ages 12 through 17)					NLTS/NLTS2 (ages 15 through 17)		
	Cohort 1		Cohort 2					
	Number	Percentage	Number	Percentage	Percentage point change	Cohort 1	Cohort 2	Percentage point change
Learning disability	1,014,618	59.9	1,649,306	61.6	+1.7	60.4	61.4	+1.0
Speech/language impairment	104,968	6.2	129,683	4.8	-1.4	4.4	3.2	-1.2
Mental retardation	292,746	17.3	312,133	11.7	-5.6	18.0	13.0	-5.0
Emotional disturbance	196,153	11.6	286,909	10.7	-.9	11.4	11.9	+.5
Hearing impairment	17,377	1.0	32,723	1.2	+.2	1.4	1.4	.0
Visual impairment	7,905	.5	11,865	.4	-.0	.6	.6	.0
Orthopedic impairment	16,208	1.0	31,032	1.2	+.2	1.0	1.2	+.2
Other health impairment	19,572	1.2	142,853	5.3	+4.2	1.4	5.2[a]	+3.8
Multiple disabilities	23,631	1.4	52,074	1.9	+.5	1.3[b]	2.2[b]	+.9
Deaf-blindness[a/]	252	.0	518	.0	+.0			
Autism[b/]	NA		22,289	.8	+.8			
Traumatic brain injury[b/]	NA		7,711	.3	+.3			
All disabilities	1,693,430		2,679,096					

a/ Includes students with deaf-blindness.

b/ Students with autism and traumatic brain injury have been reassigned, for comparison purposes, to other categories as described in this text, with many being included in this other health impairments category.

In this module, an initial comparison of students represented by NLTS and NLTS2 (referred to as Cohorts 1 and 2) focuses on changes in students and their households between 1987 and 2001, including aspects of students' disability profiles and student and household demographic characteristics. Findings are presented for secondary school students receiving special education as a whole and for the nine disability categories that were in use in both 1987 and 2001. The module includes comparisons with the general population where comparable data are available.

Students' Disability Profiles

This section of the module highlights changes in key aspects of students' disability profiles, including their primary disability classification and the ages at which their disabilities were first identified and when they first received disability-related services.

Primary Disability Classification

Using Federal child count data, Table II-6 depicts the considerable growth in the number of adolescents receiving special education, as well as changes in the distribution of disability categories between 1987 (Cohort 1) and 2000 (Cohort 2). Although there has been a 58% increase in the number of students ages 12 through 17 who receive special education, the more important point for comparing the two cohorts is the different mix of disabilities at the two time points. Most notably, in 1990, Public Law 101-476 added two new disability categories—autism and traumatic brain injury (TBI) to the Education of All Handicapped Children Act. Students with those conditions previously had been distributed among other categories, with the heaviest concentration in the other health impairments category. Despite the removal of students with autism and TBI, the other health impairments category still has shown more than a fourfold increase. It comprised only slightly more than 1% of students with disabilities in this age range in 1987 but more than 5% in 2000. This change reflects, in part, the increase in the number of students diagnosed with attention deficit/hyperactivity disorder (ADHD) as a primary disability, who may be reported in the other health impairments category. A decline of similar size was evident for students with mental retardation (17% to 12%).

Smaller changes were evident in some other categories. The number of students with learning disabilities grew by less than 2 percentage points, and declines of about 1 to 2 percentage points were noted for students with speech/language impairments and emotional disturbance. Other changes were less than 1 percentage point. Overall, the distributions of primary disability classifications of the NLTS and NLTS2 samples of 15- to 17-year-olds match the 1987 and 2000 national distribution of 12- to 17-year-olds quite closely.

The small shifts in disability distribution between the two time points should be kept in mind when considering the findings regarding changes in the population of students with disabilities as a whole—the characteristics and experiences of Cohort 2 reflect students with learning disabilities and other health impairments more than was true for Cohort 1.

Age at First Identification of and Service for Disability

The age at which children first are recognized as having a disability can suggest much about the nature of their disabilities and the experiences children and families have with them. Some disabilities, such as genetic disorders and some conditions that result from premature birth, affect children throughout their lifetimes; these children and their families never experience a time when disability is not an aspect of their relationship. Other disabilities emerge when children reach the ages of typical developmental milestones and exhibit delays in acquiring skills such as walking or talking. Still others become apparent when children take on more sophisticated cognitive tasks, such as reading or mathematics, and demonstrate difficulty in learning. Other disabilities can result from accidents that occur at any age. Regardless of the age at which disabilities emerge, promptness in identifying and addressing them can be extremely important in ameliorating their effects on children's development and functioning. IDEA includes an early intervention program for infants and toddlers with disabilities that begins at birth and has outreach components for their families.

Table II-7 indicates that high-school-age students with disabilities in 2001 were first identified as having a disability or delay significantly earlier than were their peers in 1987.[1] The average age at first identification reported by parents dropped by about 8 months, from 6.6 years for Cohort 1 to 5.9 years for Cohort 2. Higher proportions of youth in Cohort 2 first were identified as infants and toddlers (19% vs. 16.5%) and as preschoolers (10% vs. 6%), significantly so in the latter case. Receipt of disability-related services also began significantly earlier for Cohort 2; the average age of first service was 7.4 years for Cohort 2, compared with 8.5 years for Cohort 1.

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[1] For this and subsequent tables, significance levels are calculated using the standard errors presented in each table. Standard errors have a 25% "cushion" in order to minimize the possibility that a difference between two estimates meets the standard for statistical significance by chance alone.

Table II-7
Changes in Age at First Identification of and Service for Disability, by Cohort

	Cohort 1	Cohort 2	Change
Percentage whose disability or delay first was identified at age:			
Birth through 2	16.5 (1.7)	19.0 (1.6)	+2.5
3 or 4	5.5 (1.1)	9.5 (1.2)	**+4.0***
5 or 6	27.0 (2.1)	31.3 (1.9)	+4.3
7 through 10	37.2 (2.3)	29.6 (1.9)	**-7.6***
11 or older	13.7 (1.6)	10.6 (1.8)	-3.1
Average age when disability or delay first was identified	6.6 (.2)	5.9 (.1)	**-.7****
Percentage who began receiving service for a disability or delay at age:			
Birth to 2	4.3 (1.0)	9.1 (1.2)	**+4.8****
3 or 4	5.6 (1.1)	7.9 (1.1)	+2.3
5 or 6	18.3 (1.8)	21.5 (1.7)	+3.2
7 through 10	44.4 (2.3)	42.8 (2.0)	-1.6
11 or older	27.3 (2.1)	18.8 (1.6)	**-8.5****
Average age when first began receiving service for a disability or delay	8.5 (.2)	7.4 (.1)	**-1.1*****
Sample size	2,729	5,665	

Notes: Standard errors are in parentheses.

Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.

Source: NLTS2.

Students' Demographic Characteristics

The experiences of students are defined by much more than their disabilities. Gender and racial/ethnic background are two other individual characteristics that have pervasive influences on adolescents' perspectives, preferences, and experiences.

Table II-8 compares the gender and racial/ethnic distributions[2] of students in 1987 and 2001.

There was no significant change over time in the gender distribution of students with disabilities (69% and 67% male); at both time periods, males were significantly overrepresented among students receiving special education relative to students in the general population. Interestingly, a similar overrepresentation of males was evident even among infants and toddlers with disabilities (61%; Hebbeler et al., 2001).

The increase in the racial/ethnic diversity of the general student population is also evident among students with disabilities. Hispanic students exhibited the largest increase for both groups, being half again as large in 2001 as in 1987 (14% vs. 9%, $p<.05$). In contrast, the proportions of students with disabilities who were White or Black declined by just over 2 percentage points. With these changes, the population of high school students receiving special education in 2001 more closely mirrored the racial/ethnic distribution of the general population than had been true in 1987.

Consistent with the increase in the Hispanic population, there was more than a fourfold increase in the proportion of students with disabilities who did not use primarily English at home: the percentage grew from 3% to 14%. Thus, students with disabilities increasingly faced the challenges of communicating in two languages and accommodating two cultures, in addition to the challenges posed by their disabilities.

Characteristics of Students' Households

A student's household is his or her first educational setting. At home, children form their first emotional attachments, achieve early developmental milestones, and develop a foundation for subsequent growth and learning. As children grow up, what they need from family and others who share their households may change, but values, expectations, and preferences continue to be shaped by experiences at home.

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[2] The racial/ethnic classification of students in Cohort 1 relied on information supplied by parents. In Cohort 2, information came primarily from the school districts or state-supported special schools from which students were sampled. In cases in which schools or districts did not supply this information, parent reports of racial/ethnic classifications were used.

Table II-8
Changes in the Gender and Racial/Ethnic Distributions of Students With Disabilities and Students in the General Population

	Youth with disabilities			Youth in the general population		
Individual characteristics	Cohort 1	Cohort 2	Percentage point change	Cohort 1a/	Cohort 2b/	Percentage point change
Percentage male	68.6 (2.0)	67.4 (1.9)	-1.2	50.0	51.0	+1.0
Percentage who were:						
White	64.9 (2.1)	62.5 (1.9)	-2.4	68.8	63.1	-5.7
Black	23.5 (1.8)	20.7 (1.6)	-2.8	16.4	16.1	-.3
Hispanic	8.7 (1.2)	13.6 (1.3)	**+4.9****	10.8	15.7	+4.9
Asian/Pacific Islander	1.4 (.5)	1.3 (.4)	-.1			
American Indian/Alaska Native	.6 (.3)	1.4 (.5)	+.8			
Mixed/other	.8 (.3)	.6 (.2)	-.2	3.9	5.1	+1.2
Percentage who did not use English at home	3.3 (.8)	14.2 (1.4)	**+10.9*****	3.5	5.0	+2.5
Sample size	2,988	6,002				

a/ Figures are for 5- through 17-year-olds. Source: U.S. Department of Commerce, Bureau of the Census. *October Current Population Surveys, 1972-1998.* Reported in U.S. Department of Education (2000), *The Condition of Education.*

b/ Figures are for 15- to 19-year-olds. Source: U.S. Census Bureau, 2001.

Notes: Standard errors are in parentheses.

Statistically significant difference in a two-tailed test at the $^{**}p<.01$ level, $^{***}p<.001$.

Source: NLTS2.

This section of the module examines changes over time in the households of high-school-age students receiving special education, including their living arrangements; the presence of parents and other children in their households; whether any other child in the household had a disability; and the education, employment, and economic status of heads of households.

Living Arrangements

Table II-9 shows little change in the percentage of youth who were living with their parents, a stability that also was evident in the general population. Small declines were noted in the proportion of youth with disabilities who were living in group settings other than families. The declines in these living arrangements were offset by an increase of almost 4 percentage points in youth living with friends or family members other than parents.

Household Composition

The percentage of young people living in single-parent households was relatively stable over time for both youth with disabilities and those in the general population. However, the 4- to 6-percentage-point increase in youth with disabilities who were living in two-parent households with only their biological mother or father suggests that two-parent households increasingly included stepparents. The percentage of youth with disabilities who were living with neither biological parent declined by almost 6 percentage points, consistent with the decline in youth living in group settings other than households. This decline contrasts with a doubling of students living in households with no biological parents in the general population. Nonetheless, the rate at which young people with disabilities lived in households with no biological parents (e.g., with foster or adoptive parents) was more than twice that of students in the general population in 2001.

The average number of children in the households of youth with disabilities dropped slightly over time from 2.6 to 2.3 children, and the percentage of students in households with another child with a disability increased by almost 5 percentage points, although this change was not large enough to be statistically significant.

Head of Household Education and Employment

Table II-10 demonstrates a marked improvement in the education and employment status of heads of households among both youth with disabilities and youth in the

Table II-9
Changes in Household Composition of Youth With Disabilities and Youth in the General Population

	Youth with disabilities			Youth in the general population		
Individual characteristics	Cohort 1	Cohort 2	Percentage point change	Cohort 1	Cohort 2a/	Percentage point change
Percentage of youth living:						
With a parent or guardian	94.0 (1.0)	92.8 (1.0)	-1.2	94.0b	94.0	.0
With another family member or friend	2.2 (.6)	5.8 (.9)	**+3.6*****	NA	NA	
In a residential school	.6 (.3)	.1 (.1)	-.5	NA	NA	
In a supervised group home	.7 (.4)	.2 (.2)	-.5	NA	NA	
In an institution	1.0 (.4)	.4 (.2)	-.6	NA	NA	
In another arrangement	1.6 (.7)	.7 (.4)	-.9	NA	NA	
Percentage living in a single-parent household	35.8 (2.2)	37.2 (1.9)	+1.4	25.6	27.0	+1.4
Percentage of households with:						
No biological parents present	19.0 (1.8)	13.5 (1.3)	**-5.5***	3.0	6.0	+3.0
Biological father present	3.8 (.9)	7.8 (1.0)	**+4.0****	2.6	4.2	+1.6
Biological mother present	34.8 (2.2)	41.2 (1.9)	**+6.4***	21.3	21.9	+.6
Both biological parents present	42.4 (2.2)	37.6 (1.9)	-4.8	73.1	67.8	-5.3
Average number of children in the household	2.6 (.1)	2.3 (.1)	**-.3***	2.2	NA	
Percentage with another child/other children with disabilities	21.5 (1.9)	26.1 (1.8)	+4.6	NA	NA	
Sample size	2,890	5,747				

a/ Federal Interagency Forum on Child and Family Statistics, 2001.

b/ U.S. Census Bureau, 1987.

Notes: Standard errors are in parentheses.

Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.

Source: NLTS2.

Table II-10

Changes in Household Socioeconomic Status of Youth With Disabilities and Youth in the General Population

	Youth with disabilities			Youth in the general population		
Individual characteristics	Cohort 1	Cohort 2	Percentage point change	Cohort 1[a/]	Cohort 2[b/]	Percentage point change
Head of household's education (percentage)						
Less than high school	41.3 (2.2)	21.5 (1.6)	**-19.8*****	22.3	13.3	-9.0
High school graduate or GED	34.9 (2.2)	41.4 (2.0)	**+6.5***	38.8	29.7	-9.1
Some college	15.4 (1.6)	23.6 (1.7)	**+8.2*****	17.8	28.8	+11.0
Bachelor's degree or more	8.4 (1.3)	13.6 (1.4)	**+5.2****	21.1	28.3	+7.2
Head of household's employment (percentage)						
Not employed	29.0 (2.1)	18.4 (1.6)	**-10.6*****	NA	NA	
Part time	8.7 (1.3)	7.9 (1.1)	-.8	NA	NA	
Full time	62.4 (2.2)	73.8 (1.8)	**+11.4*****	NA	NA	
Annual household income (percentage)						
Less than $25,000	67.7 (2.2)	34.9 (2.0)	**-32.8*****	38.6	19.8	-18.8
$25,000 to $50,000	27.0 (2.0)	30.4 (1.9)	+3.4	35.6	25.5	-10.1
More than $50,000	5.1 (1.0)	34.7 (2.0)	**+29.6*****	25.8	54.7	+28.9
Percentage recently receiving:						
AFDC/TANF	14.2 (1.6)	10.5 (1.2)	-3.7	12.6	8.6	-4.0
Food Stamps	26.7 (2.0)	16.2 (1.5)	**-10.5*****	12.9	14.2	+1.3
Sample size	2,598	5,281				

a/ U.S. Census Bureau, 1988.

b/ U.S. Census Bureau, 2001.

Notes: Standard errors are in parentheses.
Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.
Income data are not adjusted for inflation.

Source: NLTS2.

general population. For example, the percentage of youth with disabilities living in households whose head was not a high school graduate dropped by about half (from 41% to 22%), which greatly exceeded the decline in the general population (from 22% to 13%). There were corresponding increases at every other education level for heads of households of students with disabilities. However, the average education level of heads of households in which youth with disabilities lived remained substantially below that of youth in the general population.

The strong economy through the late 1990s and early 21st century was reflected in the higher employment rates of heads of households of both youth with disabilities and youth in the general population. Unemployment among heads of households of young people with disabilities dropped by almost 11 percentage points, and full-time employment rose by a similar amount. Improvements in employment and other financial indicators also may have been affected by the changing demographics of the student population.

Higher employment clearly contributed to increases in income over time. Because income data are not adjusted for inflation, a sizable increase in income would be expected because of inflation alone, whether or not gains in real income occurred. However, income gains for households of youth with disabilities were much larger than for those of students in the general population. Although youth with disabilities were substantially more likely than students in the general population to be living in households with incomes below $25,000, that group had declined by almost 33 percentage points by 2001, compared with a 19 percentage point decline in the general population. At the same time, the proportion of students with disabilities living in households with incomes of more than $50,000 increased by 30 percentage points, similar to the increase among students in the general population. However, students with disabilities continued to have significantly lower household incomes than did students in the general population.

Both higher incomes and welfare reform probably contributed to the reduced rates of participation in Aid to Families with Dependent Children (AFDC) (renamed Temporary Assistance to Needy Families (TANF) in 1996) and food stamps of almost 4 and 11 percentage points, respectively. The decline in AFDC/TANF was mirrored in the general population of students, although they did not experience a decline in food stamp participation similar to students with disabilities.

Differences in Rates of Change Between Disability Categories[1]

The kinds of changes in the population of high school students receiving special education described thus far did not affect all categories of students similarly. Students in some disability categories experienced a greater degree of change than was evident for students overall, whereas change was less marked for students in other categories. The most notable differences in the rates of change between disability categories are highlighted here.

Students' Disability Profiles

The decline in the average age at first identification of a disability that was noted for students with disabilities as a whole resulted from statistically significant reductions in age for students in four disability categories—learning disabilities, emotional disturbance, and orthopedic and other health impairments—ranging from almost 10 to 18 months (Table II-11). For students in other categories, there was no significant change in age at first identification. The overall drop in age at first service for disability of almost a full year that was seen in the population as a whole was more widely shared across the disability categories. Significant declines of 1 to 2 years in age at first service were evident for students in all categories except students with hearing impairments.

In general, the smallest reductions in age at first identification and first service were evident in categories for which the ages already were among the lowest of the disability categories. For example, there was essentially no change in the average age of identification for students with hearing or visual impairments or multiple disabilities, for whom the average age was already 2 or younger. Similarly, the smallest change in the age at first service was for students with hearing impairments,

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[1] In comparing the disability categories, it is important to understand the adjustments made in this analysis to improve the comparability of the two cohorts:

- The two Cohort 1 categories of deaf and hard of hearing were combined to be comparable to the single Cohort 2 category of hearing impairment.
- In both cohorts, students with deaf-blindness were included in the multiple impairments category.
- Cohort 2 students with autism or TBI were included in other categories, using descriptions of the primary disability provided by parents. If parents said the primary disability of these students was autism or TBI, with no other information provided, students were included in the other health impairments category. If more than one disability, in addition to autism or TBI, was mentioned by parents, students were included in the multiple impairments category. A few students with autism or TBI were included in other categories on the basis of parents' reports. This distribution mirrors the fairly broad dispersion of students with autism and TBI in Cohort 1.

Table II-11
Changes in Disability Profiles of Youth With Disabilities, by Cohort and Disability Category

	Learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Multiple disabilities
Average age when disability was identified									
Cohort 1	7.3 (.2)	5.9 (.4)	4.8 (.3)	7.4 (.3)	2.2 (.2)	1.8 (.3)	3.2 (.4)	6.1 (.5)	2.1 (.4)
Cohort 2	6.5 (.2)	5.8 (.2)	4.1 (.2)	6.5 (.2)	2.5 (.2)	1.8 (.3)	1.7 (.2)	4.8 (.2)	2.3 (.2)
Change in average age	**-.8****	-.1	-.7	**-.9***	+.3	.0	**-1.5****	**-1.3***	+.2
Average age when first received service for a disability									
Cohort 1	9.0 (.2)	8.4 (.3)	6.8 (.3)	9.5 (.3)	4.6 (.3)	5.3 (.4)	4.9 (.4)	8.5 (.4)	4.6 (.5)
Cohort 2	8.0 (.2)	7.4 (.2)	5.7 (.2)	8.5 (.2)	4.1 (.2)	3.5 (.3)	2.9 (.3)	6.7 (.2)	3.4 (.2)
Change in average age	**-1.0*****	**-1.0****	**-1.1****	**-1.0****	-.5	**-1.8*****	**-2.0*****	**-1.8*****	**-1.2***
Average self-care skills score									
Cohort 1	11.9 (.0)	11.8 (.1)	11.00 (.2)	11.9 (.1)	11.8 (.0)	10.9 (.2)	9.9 (.2)	11.1 (.2)	8.5 (.5)
Cohort 2	11.7 (.0)	11.7 (.1)	10.7 (.1)	11.7 (.0)	11.6 (.1)	10.3 (.2)	9.5 (.2)	11.3 (.1)	9.0 (.2)
Change in scale score	**-.2***	-.1	-.3	**-.2***	**-.2***	**-.6***	-.4	+.2	+.5
Average functional mental skills scale score									
Cohort 1	14.6 (.1)	14.5 (.2)	12.0 (.3)	14.3 (.2)	14.2 (.2)	12.6 (.3)	13.5 (.3)	13.7 (.3)	8.3 (.5)
Cohort 2	14.1 (.1)	14.4 (.1)	11.3 (.2)	14.5 (.1)	14.2 (.2)	11.7 (.3)	12.5 (.3)	13.7 (.1)	9.8 (.3)
Change in scale score	**-.5*****	-.1	+.7	+.2	.0	**-.9***	**-1.0***	.0	**+1.5****
Average household responsibilities scale score									
Cohort 1	10.6 (.2)	10.7 (.3)	9.6 (.2)	9.9 (.2)	10.9 (.2)	10.0 (.3)	8.6 (.3)	10.1 (.3)	7.1 (.4)
Cohort 2	9.6 (.2)	9.8 (.2)	10.5 (.2)	10.1 (.2)	9.2 (.2)	10.5 (.3)	12.1 (.2)	10.6 (.1)	12.1 (.2)
Change in scale score	**-1.0*****	**-.9***	**+.9****	+.2	**-1.7*****	+.5	**+3.5*****	+.5	**+5.0*****
Sample size: Cohort 1/2	342/590	188/423	280/552	258/523	604/585	330/467	287/610	197/1,191	267/724

Standard errors are in parentheses.
Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.
Source: NLTS2.

for whom the age at first service was among the lowest for Cohort 1. One exception was the average age at identification for students with speech/language impairments, which did not decline; on average, students in both cohorts first were identified as having a speech/language disability or delay at school entry age.

Students' Demographic Characteristics

The fairly stable gender distribution that was noted for students with disabilities as a whole also was evident for most disability categories. Only among students with other health impairments was there a significant change, with the proportion of males in that category increasing from 54% in Cohort 1 to 75% in Cohort 2. This change resulted primarily from the considerable increases in the number of students with autism and ADHD, most of whom were included in the other health impairments category for comparison purposes. Students with autism had the highest proportion of males of any disability category.

Table II-12 shows that changes in the racial/ethnic distribution that were observed for students with disabilities as a whole affected students in different disability categories quite differently. For example, the small decline in the proportion of students as a whole who were White was evident for six of the nine disability categories. In contrast, there were increases of 13 and 20 percentage points in the proportion of White students among youth with speech/language and other health impairments, respectively. The small overall decline in the percentage of students with disabilities who were Black occurred for eight of the nine disability categories, with the decline of 11 percentage points among students with speech/language impairments being the largest. Only students with mental retardation showed an increase, which did not attain statistical significance.

Increases in the Hispanic population were evident in eight of nine disability categories, with the largest apparent among students with learning disabilities or visual impairments. For those students, the proportion of students who were Hispanic increased 7 and 8 percentage points. In contrast, there was a 17 percentage point decrease in the percentage of Hispanic students among those with other health impairments, consistent with the large increase in White students in that group.

In seven disability categories, there were increases in the percentage of students who did not use primarily English at home, ranging from 7 to 22 percentage points. Many of these increases were consistent with increases in the proportion of Hispanic students. However, the largest increase was among students with hearing impairments, which reflected a growth in reporting of the use of signed

Table II-12
Changes in Racial/Ethnic Backgrounds and Language Use, by Cohort and Disability Category

	Learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Multiple disabilities
Percentage who were:									
White									
Cohort 1	67.0 (3.1)	53.8 (4.4)	60.2 (3.5)	67.5 (3.7)	61.0 (3.5)	62.7 (4.9)	62.6 (4.4)	55.0 (4.8)	63.0 (6.3)
Cohort 2	62.5 (2.9)	66.5 (3.1)	55.2 (3.0)	61.5 (3.0)	60.8 (3.2)	60.9 (4.2)	64.3 (3.2)	74.9 (2.2)	65.3 (3.0)
Percentage point change	-4.5	**+12.7***	-5.0	-6.0	-.2	-1.8	-1.7	**+19.9*****	+2.3
Black									
Cohort 1	21.2 (2.7)	27.4 (3.9)	30.3 (3.3)	24.9 (3.4)	20.4 (2.9)	26.1 (4.4)	20.2 (3.7)	17.2 (3.7)	20.8 (5.3)
Cohort 2	18.4 (2.3)	16.8 (2.5)	32.6 (2.9)	24.2 (2.6)	17.7 (2.5)	19.5 (3.4)	14.9 (2.4)	15.0 (1.8)	18.3 (2.4)
Percentage point change	-2.8	**-10.6***	+2.3	-.7	-2.7	-6.6	-5.3	-2.2	-2.5
Hispanic									
Cohort 1	8.7 (1.9)	15.7 (3.2)	6.3 (1.7)	6.0 (1.9)	14.4 (2.5)	7.7 (2.7)	15.5 (3.3)	24.4 (4.2)	10.8 (4.0)
Cohort 2	15.4 (2.2)	14.3 (2.3)	9.5 (1.8)	10.5 (1.9)	16.1 (2.4)	15.4 (3.1)	16.6 (2.5)	7.2 (1.3)	12.0 (2.0)
Percentage point change	**+6.7***	+1.4	+3.2	+4.5	+1.7	**+7.7****	+1.1	**-17.2*****	+1.2
Percentage who do not use English at home									
Cohort 1	13.0 (.8)	7.6 (2.4)	5.9 (1.7)	1.5 (1.0)	18.0 (2.8)	5.6 (2.3)	7.6 (2.5)	10.3 (3.0)	33.5 (6.1)
Cohort 2	15.4 (2.2)	17.6 (2.6)	11.4 (2.0)	8.9 (1.8)	40.4 (3.3)	17.7 (3.3)	14.9 (2.5)	9.0 (1.5)	15.6 (2.3)
Percentage point change	**+14.1*****	**+10.0****	**+5.5***	**+7.4*****	**+22.4*****	**+12.1****	+7.3	-1.3	**-17.9****
Sample size: Cohort 1/2	383/630	219/471	323/607	288/575	626/612	339/489	300/627	229/1,226	281/739

Standard errors are in parentheses.

Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.

Source: NLTS2.

communication. Decreases in the use of a language other than English were noted for students with other health impairments and multiple disabilities; the decrease of 18 percentage points for the latter group was statistically significant.

Household and Parent Characteristics

Several of the patterns of change in the households of students with disabilities that were observed for the group as a whole applied fairly uniformly across disability categories, including the general stability in living arrangements and the significant decrease in the number of children in the household. However, Table II-13 shows that the overall absence of significant change in the percentage of students living in single-parent households was seen only in some disability categories. Most notably, the decline was 17 percentage points among students with other health impairments. This large reduction was in the category of students with among the highest rates in Cohort 1.

Changes in parent characteristics also did not always affect students equally across disability categories. For example, although all categories of Cohort 2 students were significantly less likely than those in Cohort 1 to have parents who had not graduated from high school, the significant increase in college graduates that was evident for students with disabilities as a whole occurred only among parents of students in six disability categories, with increases ranging from 7 to 12 percentage points. The increases in college graduates among parents of students with learning disabilities, mental retardation, and visual impairments were not statistically significant. Improvements in employment status also did not occur uniformly. Although there were fewer heads of households who were not employed and more who were employed full-time in all categories, heads of households of students with emotional disturbances, visual impairments, and multiple disabilities experienced those changes to a lesser degree than most others.

While household incomes improved markedly for all students with disabilities, the percentage point drop in households with incomes of less than $25,000 ranged widely, from 20 percentage points for households of students with mental retardation and 30 percentage points for those with emotional disturbance to 47 percentage points for students with speech/language impairments and almost 46 percentage points for those with other health impairments. Students with mental retardation and emotional disturbance also had the smallest increases in households earning more than $50,000. One fourth to more than one half of households of students with disabilities had annual incomes of $25,000 or less.

Table II-13
Changes in Household and Parent Characteristics, by Cohort and Disability Category

Household characteristics	Learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairments	Multiple disabilities
Percentage living in a single-parent household									
Cohort 1	33.6 (3.3)	44.7 (4.5)	36.3 (3.6)	41.8 (4.0)	34.1 (3.4)	36.2 (4.8)	37.4 (4.5)	44.7 (5.0)	38.1 (6.8)
Cohort 2	35.3 (2.9)	33.1 (3.1)	43.7 (3.0)	46.5 (3.2)	34.6 (3.6)	41.5 (4.2)	32.6 (3.2)	27.4 (2.3)	34.3 (3.0)
Percentage point change	+1.7	-9.6	+7.4	+4.7	.5	+5.3	-5.8	**-17.3*****	-3.8
Percentage with head of household with 4-year college degree or more									
Cohort 1	8.8 (2.0)	11.4 (2.9)	5.7 (1.7)	6.0 (1.9)	11.2 (2.3)	15.4 (3.6)	17.3 (3.5)	17.1 (3.8)	12.7 (4.7)
Cohort 2	11.9 (2.0)	22.6 (2.9)	9.3 (1.8)	13.4 (2.1)	23.0 (2.9)	17.1 (3.3)	27.8 (3.1)	27.4 (2.3)	23.9 (2.8)
Percentage point change	+3.1	**+11.2****	+3.6	**+7.4****	**+11.8****	+1.7	**+10.5***	**+10.3***	**+11.2***
Percentage with a head of household who was:									
Employed full time									
Cohort 1	66.2 (3.3)	61.2 (4.4)	48.6 (3.7)	64.9 (3.9)	66.7 (3.4)	65.2 (4.8)	57.3 (4.6)	54.8 (5.0)	64.9 (6.8)
Cohort 2	77.3 (2.6)	77.9 (2.9)	61.4 (3.1)	66.8 (3.0)	76.0 (3.0)	68.0 (4.0)	74.0 (3.1)	78.0 (2.2)	69.7 (3.0)
Percentage point change	**+11.1****	**+16.7****	**+12.8****	+1.9	**+9.3***	+2.5	**+16.7****	**+23.2*****	+4.8
Not employed									
Cohort 1	25.3 (3.0)	27.0 (4.1)	43.3 (3.7)	25.9 (3.6)	25.9 (3.2)	26.4 (4.4)	34.1 (4.4)	30.5 (4.6)	30.8 (6.5)
Cohort 2	14.9 (2.2)	14.6 (2.5)	29.6 (2.9)	25.8 (2.8)	18.0 (2.7)	19.9 (3.5)	17.1 (2.7)	15.0 (1.9)	22.6 (2.7)
Percentage point change	**-10.4****	**-12.4****	**-13.7****	-.1	-7.9	-6.5	**-17.0*****	**-15.5****	-8.2

Table II-13 (continued)

Household characteristics	Learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairments	Multiple disabilities
Percentage in a household with annual income of:									
$25,000 or less									
Cohort 1	65.0 (3.4)	72.7 (4.1)	74.8 (3.4)	72.9 (3.7)	67.9 (3.5)	65.3 (5.0)	67.1 (4.5)	69.2 (4.8)	71.0 (6.7)
Cohort 2	31.0 (3.0)	25.6 (3.2)	54.4 (3.3)	42.8 (3.2)	30.7 (3.3)	29.6 (4.0)	30.2 (3.4)	23.7 (2.3)	34.8 (3.3)
Percentage point change	-34.0***	-47.1***	-20.4***	-30.1***	-37.2***	-35.7***	-36.9***	-45.5***	-36.2***
More than $50,000									
Cohort 1	5.3 (1.6)	6.8 (2.3)	1.7 (1.0)	5.4 (1.9)	6.9 (1.9)	4.4 (2.1)	14.6 (3.4)	7.2 (2.7)	10.2 (4.5)
Cohort 2	37.9 (3.1)	43.2 (3.6)	18.2 (2.6)	27.9 (2.9)	40.3 (3.5)	35.8 (4.2)	38.9 (3.6)	45.0 (2.7)	35.8 (3.4)
Percentage point change	+32.6***	+36.4***	+16.3***	+22.5***	+33.4***	+31.4***	+24.3***	+38.6***	+25.6***
Percentage in a household that recently received:									
AFDC/TANF									
Cohort 1	14.2 (2.4)	10.6 (2.8)	16.3 (2.7)	12.3 (2.7)	9.2 (2.1)	13.0 (3.4)	14.1 (3.2)	19.9 (4.0)	15.4 (5.1)
Cohort 2	9.2 (1.8)	8.9 (2.0)	15.2 (2.3)	14.9 (2.3)	8.5 (1.9)	11.0 (2.7)	6.0 (1.7)	7.5 (1.4)	9.7 (1.9)
Percentage point change	-5.0	-1.7	-1.1	+2.6	-.7	-2.3	-8.1*	-12.4**	-5.7
Food Stamps									
Cohort 1	25.7 (3.0)	22.9 (3.8)	33.0 (3.5)	25.5 (3.6)	18.8 (2.8)	19.9 (4.0)	24.7 (4.0)	24.7 (4.3)	27.9 (6.3)
Cohort 2	14.0 (2.2)	11.7 (2.2)	24.6 (2.7)	25.0 (2.8)	11.7 (2.2)	9.7 (2.5)	10.6 (2.2)	9.7 (1.6)	11.5 (2.1)
Percentage point change	-11.7**	-11.2*	-8.4	-.5	-7.1*	-10.2*	-14.1**	-15.0***	-16.4*
Sample size: Cohort 1/2	328/564	196/401	272/536	260/509	551/542	299/430	269/557	197/1,093	226/649

Notes: Standard errors are in parentheses.

Statistically significant difference in a two-tailed test at the following levels: * $p<.05$, ** $p<.01$, *** $p<.001$.

Income data are not adjusted for inflation.

Source: NLTS2.

Consistent with their relatively smaller gains in income, households of students with emotional disturbances also did not experience the reduction in receipt of AFDC/TANF benefits that was common to all other groups. Along with students with mental retardation, they were the only categories whose drop in food stamp participation was not statistically significant.

Conclusion

This analysis of changes in the characteristics of high-school-age students with disabilities between 1987 and 2001 reveals both improvements and challenges. For example, an improved economy was apparent in higher employment rates in 2001 than in 1987, and Cohort 2 parents were substantially better educated than their predecessors. However, these improvements also may have reflected shifts in the demographics of students and their households. The racial/ethnic distribution of students with disabilities more closely resembled that of the general population in 2001 than in 1987. However, more students came from blended families, rather than traditional families with two biological parents, and more students had bilingual and bicultural backgrounds. These changes may add challenges and stress to the lives of youth with disabilities and their families that were less prevalent in earlier years.

The increasing racial/ethnic and language diversity of students was matched by an increasing diversity of disabilities. For example, Cohort 2 students were markedly more likely to have their disabilities identified and served at younger ages. Sharp increases in the numbers of students with such disabilities as ADHD and autism changed the mix of the population of students with disabilities further.

The increased diversity along multiple dimensions among high-school-age students receiving special education may well have been met by changes in school policies and programs to accommodate the increased diversity. Further analyses will be needed to identify changes in students' schools and school programs and to assess the impacts of changes in students' characteristics and in their programs on students' performance in high school and early adulthood. Over the next several years, NLTS2 will generate those analyses to inform policy-making and program improvement.

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III. PROGRAMS AND SERVICES

Ensuring an Adequate Supply of High-Quality, School-Based Speech-Language Pathologists

Social Adaptation and Problem Behaviors of Elementary and Middle School Students Receiving Special Education

Educational Environments for Students With Disabilities

Study of State and Local Implementation and Impact of the Individuals With Disabilities Education Act: A View From the Field of District Implementation

Ensuring an Adequate Supply of High-Quality, School-Based Speech-Language Pathologists

In 1999-2000, 1,089,964 students had speech or language impairments as their primary disability, accounting for 19.2% of all students ages 6 through 21 with disabilities served under the Individuals with Disabilities Education Act (IDEA) (U.S. Department of Education, 2001). Many additional students had speech or language impairments as secondary or tertiary disabilities. The high incidence of speech/language impairments requires a large, highly qualified pool of speech-language pathologists to meet these students' needs.

The quality of the nation's speech-language pathologist workforce depends on having an adequate supply of qualified individuals. Should shortages occur, local districts may be forced to hire less qualified personnel or assign staff to positions for which they are unprepared. This module describes the nation's school-based speech-language pathologists in terms of quantity and quality. It also describes the severity of current shortages, threats of future shortages, and the association between working conditions and speech-language pathologists' intent to stay in the profession. Finally, the module documents speech-language pathologists' qualifications and credentials, the impact of professional development on perceptions of competence, and factors that explain some variation in workforce quality.

The data in this module are drawn from the Study of Personnel Needs in Special Education (SPeNSE). The U.S. Department of Education's Office of Special Education Programs (OSEP) contracted with Westat to conduct this study in order to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed.[1] In all, 8,061 special education service providers completed SPeNSE interviews. Service providers interviewed included special education teachers, general education teachers, speech-language pathologists, and paraprofessionals. The information in this module is reported as weighted estimates based on the results from interviews with the 868 participating school-based speech-language pathologists and their local administrators.

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[1] For more information on SPeNSE, visit the SPeNSE web site at www.spense.org.

Issues of Quantity

According to SPeNSE estimates, the nation's educational agencies employed 49,721 speech-language pathologists in 1999-2000. This compares to reports from state education agencies that they employed 37,054 full-time equivalent speech-language pathologists (see Table AC3). Full-time equivalents are, by definition, lower than counts of individuals because two half-time employees would be reported as one full-time equivalent. Having an adequate supply of school-based speech-language pathologists is as important as the quality of those available because shortages typically force administrators to hire less qualified individuals. Even if the supply meets demand overall, that is unlikely to be the case in every district across the country. Nationwide, 86% of local special education administrators with job openings for speech-language pathologists hired personnel whom they considered to be fully qualified for some or all of those positions.[2] Twelve percent hired one or more speech-language pathologists whom they considered less than fully qualified. Those who were unable to fill all their openings used other methods to deal with shortages. Twenty percent increased other speech-language pathologists' caseloads; 18% hired speech-language pathology assistants; and 33% contracted for speech services. These findings were similar to the results of searches for physical therapists and occupational therapists and do not, in and of themselves, suggest a severe shortage of speech-language pathologists. However, when asked to what extent a shortage of qualified applicants was a barrier to hiring speech-language pathologists, 59% of administrators said "a great extent."

Perhaps of greater concern than current shortages is the potential for future shortages. Forty-nine percent of school-based speech-language pathologists are 45 years of age or older and will be eligible to retire over the next 15 years. The eldest groups of speech-language pathologists are in suburban and rural communities and in the western region of the United States; therefore, shortages may worsen more quickly in those areas. Another 5% of the workforce reported that they plan to leave school-based practice as soon as possible, for reasons unrelated to age or retirement.

Figure III-1 demonstrates the uneven distribution of school-based speech-language pathologists by age. As can be seen, the larger cohort is the group of speech-language pathologists who are 45 or older. There are fewer speech-language pathologists available in the younger age groups to fill the anticipated age-related vacancies that will likely occur.

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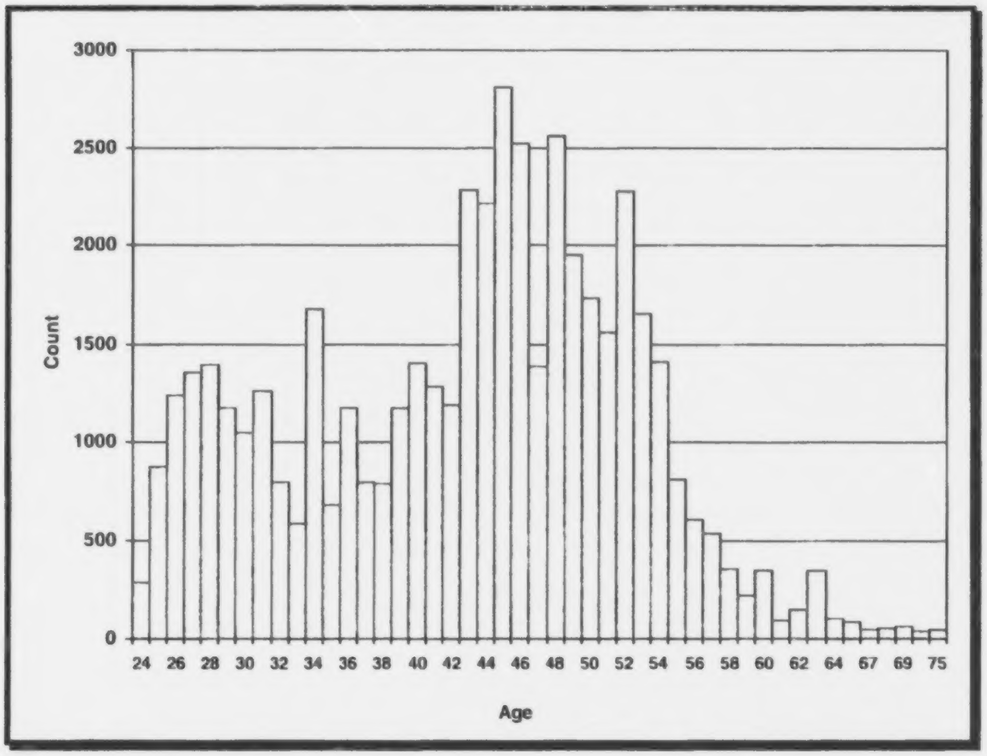
[2] The definition of "fully qualified" varies by state and district.

Figure III-1
Distribution of School-Based Speech-Language Pathologists by Age



Source: SPeNSE.

Working Conditions and Their Relationship to Career Plans

Poor working conditions may limit the time and attention speech-language pathologists' devote to meeting the needs of their students and may contribute to attrition. Conversely, good working conditions may contribute to the quality of services and to personnel retention. The working conditions described here include:

- caseload;
- job responsibilities; and
- school climate, which includes perceived levels of support from administrators and colleagues.

Each of these working conditions has been tied to teacher attrition (Billingsley, 1993; Brownell & Smith, 1992; Morvant, Gersten, Gillman, Keating, & Blake, 1995) although the connection with attrition for speech-language pathologists is less well documented. Although SPeNSE did not include a direct measure of attrition, it included a measure of speech-language pathologists' intent to stay in their position, which is highly correlated with attrition (Morvant et al., 1995).

Caseload

One approach to addressing shortages of speech-language pathologists is to increase caseloads. However, since research suggests that caseload size and characteristics are associated with teacher attrition, this method of addressing shortages may actually exacerbate them. It seems possible that the same would hold true for speech-language pathologists.

SPeNSE data indicate that in 1999-2000, a typical school-based speech-language pathologist served 49 students per week. This caseload included students representing a wide range of ages, different primary disability categories, and different speech-language impairments. Only 5% of speech-language pathologists served students who all had the same primary disability; 40% had caseloads with six or more different disabilities represented. Speech or language impairments, learning disabilities, mental retardation, and autism were the most common disabilities among the students served.

Speech-language pathologists also served students with a variety of different speech-language impairments. Nearly all speech-language pathologists reported serving students with language disorders and articulation or phonological disorders. Almost three quarters served students with fluency disorders, and more than half served students with attention deficit hyperactivity disorder, autism, and/or apraxia (see Table III-1).

Furthermore, speech-language pathologists' caseloads comprised students from many different cultural and linguistic groups. Speech-language pathologists reported that, on average, more than one fourth of their students were from a cultural or linguistic group different from their own, and 8.8% were English-language learners.

Caseload size was significantly associated with speech-language pathologists' intent to stay in the profession. The median caseload for speech-language pathologists who planned to stay as long as possible or until retirement was 46.2 students, compared to 49.2 for those who were undecided about their career plans and 59.7 for those

Table III-1

Percent of School-Based Speech-Language Pathologists Serving Students With Different Speech-Language Impairments

Speech-language impairments	Percent of speech-language pathologists
Language disorders An impairment in the ability to understand and/or use words in context, both verbally and nonverbally. Some characteristics include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary, and inability to follow directions.	99.6
Articulation or phonological disorders Problems with the way sounds are formed or used.	98.6
Fluency disorders An interruption in the flow or rhythm of speech, such as stuttering.	74.0
Disorders resulting from ADHD Difficulties following instructions completely, blurting out answers, forming complete sentences, organizing verbal expression, including necessary verbal information and/or making socially appropriate communication judgments.	66.3
Disorders resulting from autism Neurological disorder that affects a child's ability to communicate, understand language, play, and relate to others.	64.6
Apraxia A disorder of the nervous system that affects the ability to sequence and say sounds, syllables, and words. It is not due to a muscular weakness or paralysis.	57.1
Hearing disorders Impairments in hearing, whether permanent or fluctuating, that can adversely affect a child's educational performance.	50.0
Nonspeaking Selective or elective mutism, total lack of speech in at least one situation, despite the ability to speak in other settings. No verbal communication in any setting.	39.8
Voice disorders Inappropriate pitch (too high, too low, never changing or interrupted by breaks); loudness (too loud or not loud enough); or quality (harsh, hoarse, breathy, or nasal).	34.3
Dysarthria A group of speech problems due to paralysis, weakness, or incoordination of muscles used in speaking. Sounds may be slurred, and speech may be slow or effortful. Changes in pitch, loudness, and rhythm of speech may also occur.	29.6

Table III-1 (continued)

Speech-language impairments	Percent of speech-language pathologists
Disorders from traumatic brain injury Trouble understanding and/or expressing ideas or explanations through speaking and/or writing. Deficits in social communication skills may alter the ability to take turns in conversation, maintain a topic of conversation, use an appropriate tone of voice, interpret the subtleties of conversation, respond to facial expressions and body language, or follow fast-paced conversation.	22.8
Other	4.0

Notes: If students had more than one speech-language impairment, they were counted more than once.

Definitions of speech-language disorders are based on the National Information Center for Children and Youth with Disabilities (NICHCY) (www.nichcy.org,), ASHA (www.asha.org), or (www.healthtouch.com), retrieved November 6, 2001.

Source: SPeNSE.

who said they planned to leave school-based speech-language pathology as soon as possible. There were no significant differences in speech-language pathologists' career plans based on most other caseload characteristics, such as cultural or linguistic diversity. Those who planned to leave as soon as possible were more likely to serve students with fluency disorders, but the reason for that relationship is not clear.

Job Responsibilities

To ensure that speech-language pathologists receive the support and training needed to meet their current job responsibilities, it is important to understand what those responsibilities are. The typical school-based speech-language pathologist spent 24.5 hours per week providing direct services to students. They averaged 149 sessions per month and served students primarily in groups rather than individually. Twenty-six percent of their sessions were one-on-one. Speech-language pathologists devoted, on average, 7.1 hours per week to completing paperwork, 4.6 hours per week to preparing services, 1.8 hours per week to sharing expertise with colleagues, 1.7 hours per week to reading background material, and 0.9 hours per week to communicating with parents. The school-based speech-language pathologists who participated in SPeNSE also reported a number of other job responsibilities, for a total average work week of 49 hours. The sample included both full- and part-time practitioners.

The IDEA Amendments of 1997 placed a new emphasis on ensuring that students with disabilities have access to the general curriculum. Implementing individualized education programs that support students in academic, nonacademic, and extracurricular activities may require that speech-language pathologists add collaborative consultation, curriculum-based intervention programs, classroom-based services, and authentic assessments to their service model (Whitmire, 2000). Despite IDEA guidance stipulating that services be provided in the least restrictive environment possible, speech-language pathologists reported providing 82.8% of their services in special education settings, such as resource rooms for students with speech-language impairments.

Overall, 70% of school-based speech-language pathologists reported that they found their workload manageable to a moderate or great extent; 22.6% found it manageable to a small extent; and 4.1% found it not at all manageable. These findings are similar to SPeNSE percentages for special education teachers. The total number of sessions per month and the number of individual sessions per month were unrelated to speech-language pathologists' intent to stay in school-based positions.

School Climate

Intangible aspects of a position, such as perceived support, may be as important to attrition and retention as are more easily measured job characteristics such as caseload size. School climate is a subjective measure of the way speech-language pathologists feel about the schools in which they work and includes perceived levels of support from colleagues and administrators. On a scale from 1 (*worst climate*) to 100 (*best climate*), speech-language pathologists rated the climate of their schools as 71. The manageability of speech-language pathologists' workloads was significantly related to their perception of the climate of their schools. Those in schools with a positive climate found their work significantly more manageable. School climate was also significantly related to speech-language pathologists' intent to stay in the profession: a less positive climate was reported by those who were undecided or planned to leave as soon as possible.

Issues of Quality

The quality of the nation's school-based speech-language pathologists is as important as the quantity. This section describes quality both in terms of credentials, including certification and licensure, advanced degrees, and years of experience, and in terms of perceived skillfulness. Because states differ in the minimal qualifications they require of speech-language pathologists, those requirements are also discussed.

Credentials

States differ in their requirements for working as a school-based speech-language pathologist. Some states use universal licensure, which is a state license to practice speech-language pathology in school and healthcare settings that is typically issued and administered by the state's department of professional regulation. Some states exempt school-based speech-language pathologists from the licensing law but have other requirements established by the state education agency. Others require both state licensure and teacher certification or state licensure plus education-specific coursework and examinations. States may also require speech-language pathologists to have at least a master's degree and to be state licensed or to meet additional requirements (Pilch, 2001). Nationwide, SPeNSE data indicate that 92% of school-based speech-language pathologists hold some form of license or certificate to provide speech-language pathology.

Advanced Degrees

Thirty-six states require speech-language pathologists to hold at least a master's degree. However, many individuals working as speech-language pathologists in those states entered the field when only a bachelor's degree was required. Generally, states require bachelor's level personnel to acquire a master's degree within a certain time or risk dismissal. However, seven states (Alabama, Arizona, Nevada, New York, Pennsylvania, South Carolina, Tennessee) allow bachelor's level personnel to work as speech-language pathologists in the public schools with no requirement that they pursue a master's. Three states (Alaska, Utah, Vermont) allow bachelor's level personnel to work as school-based speech-language pathologists under emergency certification (Pilch, 2001). Nationwide, SPeNSE findings indicate that almost 87% of speech-language pathologists had master's degrees, compared with 59% of special education teachers.

American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence in Speech-Language Pathology

Seventy-one percent of speech-language pathologists report they have or will soon have their Certificate of Clinical Competence (CCC). This credential indicates that an individual has met national speech-language pathology requirements set by ASHA and has achieved the highest qualification in the nation for speech-language pathologists. This certification is frequently used as a national standard by employers for hiring qualified speech-language pathologists (ASHA, 2000a,b; Pilch, 2001).

Candidates for the CCC must complete a master's-level graduate program that meets ASHA CCC requirements and/or is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA, 2000a; ASHA, 2001). The program must include 36 semester credit hours in professional coursework, 25 hours of supervised clinical observation, and a 350-hour supervised clinical practicum (ASHA, 2000a). Applicants must complete the equivalent of a full-time, 9-month, paid clinical fellowship under the supervision of an ASHA-certified professional and achieve passing scores on two certification exams. One exam is a national paper-pencil exam developed by the Educational Testing Service for speech-language pathologists, and the other is a portfolio-like review performed three times during the speech-language pathologist's first year of paid employment (ASHA, 2000b).

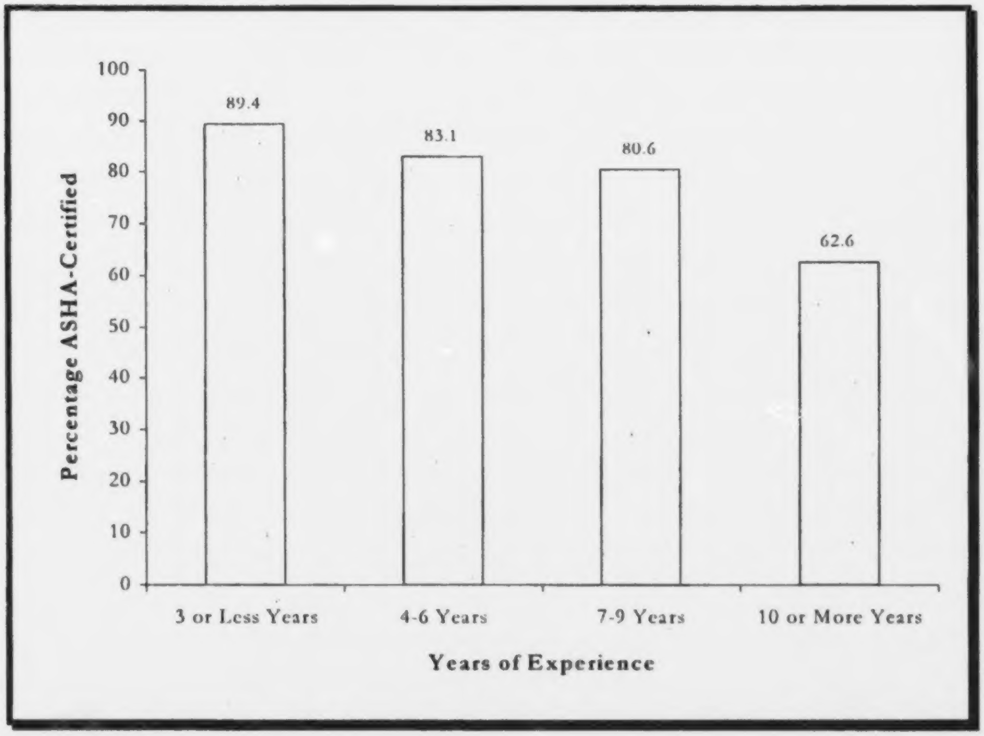
ASHA compares the CCC standards to those presently required for certification by the National Board for Professional Teaching Standards (NBPTS), the teaching profession's highest credential for highly skilled teachers (ASHA, 2000b). The requirements are similar with the following exceptions: ASHA requires a master's degree and completion of the three portfolio-like reviews described above. NBPTS uses a ½-day assessment that measures teacher knowledge of subject matter content. Candidates are also required to submit four portfolio entries over a school year. Three entries are classroom based and include two videos that document the candidate's teaching practice through student work. The fourth entry consists of written commentary reflecting the candidate's work with students, families, and community and collaboration with the professional community. NBPTS candidates may have at a minimum a bachelor's degree and may have multiple years of teaching experience. The NBPTS award is relatively new; the first certificate was issued in 1993. ASHA has been certifying providers since 1952.

Years of Experience

On average, school-based speech-language pathologists had 14 years of experience providing speech-language services in public or private schools. Twenty-nine percent of the speech-language pathologist workforce reported that all of their years of experience were not consecutive but that they had typically been working at least 10 consecutive years since returning to work.

Figure III-2 shows that speech-language pathologists with more years of experience were less likely than their less experienced peers to have the CCC. Of those with 1 through 3 years of experience, 89.4% held the CCC. Of speech-language pathologists

Figure III-2
Percent of ASHA-Certified Speech-Language Pathologists by Years of Experience



Source: SPeNSE.

with 4 through 6 years of experience, 83.1% had the CCC. The percentages drop for those with 7 through 9 and 10 or more years of experience, 80.6 and 62.6, respectively.

Perceived Skill

Almost all speech-language pathologists (99.2%) rate their overall job performance as good, very good, or exceptional. When asked to assess their skill in specific job-related tasks, speech-language pathologists usually indicated they were skillful from a moderate to a great extent. The areas in which school-based speech-language pathologists felt most skillful included interpreting results of standardized tests, planning effective services, using appropriate clinical skills, and monitoring student progress and adjusting instruction accordingly. Areas in which they felt least skillful

Table III-2
Speech-Language Pathologists' Perceived Areas of Strengths and Needs

Most skillful areas	**Least skillful areas**
Interpreting results of standardized tests	Using technology in instruction
Planning effective services	Accommodating culturally and linguistically diverse students' learning needs
Using appropriate clinical skills	Supervising paraprofessionals
Monitoring students' progress and adjusting instruction accordingly	Using professional literature to address problems encountered in providing services

Source: SPeNSE.

included using technology in instruction, accommodating culturally and linguistically diverse students' needs, supervising paraprofessionals, and using professional literature to address problems encountered in providing services (see Table III-2). In response to questions about their attitudes toward their work, most speech-language pathologists agreed that they can work with even the most difficult or unmotivated students, have enough preparation and relevant experience to deal with most students' learning problems, have students who are capable of learning the material provided, can deal successfully with students' behavior problems, and make a significant difference in the lives of their students.

Individuals differ in the professional skills they bring to their job, and factors such as years of experience, credentials, and exposure to professional development opportunities may help explain that variation. In many skill areas, speech-language pathologists with 3 or more years of experience rated their skills higher than did their less experienced peers, although the differences were small. These areas included using technology in instruction, collaborating with regular education teachers and related services personnel, working with parents, managing student behavior, using professional literature to address problems, and supervising paraprofessionals. However, there were no significant differences in their reported use of best practices for managing behavior or teaching English language learners. In contrast, teachers with 3 or more years of experience were more likely to report using practices that facilitate inclusion of students with disabilities in classes with their nondisabled peers, but these differences were quite small. They may reflect more experienced teachers' greater comfort with collaboration.

For administrators hiring new staff, credentials may be one way of distinguishing among more and less qualified applicants. However, in this study, there were no significant differences between speech-language pathologists with and without a

CCC in their perceived level of skill in various job-related activities. This may reflect the greater professional experience of speech-language pathologists without a CCC, because experience was associated with perceived skill, and those without a CCC were on average more experienced.

In contrast, the content of preservice preparation and amount of continuing professional development in which speech-language pathologists participated was clearly related to their perceived level of skill. Recently prepared speech-language pathologists[3] (those with 6 or fewer years of experience) whose preservice preparation included using technology in instruction, addressing the needs of culturally and linguistically diverse students, supervising paraprofessionals, monitoring students' progress and adjusting instruction accordingly, and using professional literature to address problems rated their skills in these areas more highly than those with no such training.

Speech-language pathologists who had 8 or more hours of professional development in a specific topic in the past 3 years also reported higher levels of skill than speech-language pathologists who had fewer than 8 hours.[4] This was true for every skill area addressed, including:

- using appropriate clinical skills;
- using technology in instruction;
- accommodating culturally and linguistically diverse students' instructional needs;
- managing behavior; and
- interpreting standardized test results.

For example, speech-language pathologists with more than 8 hours of professional development in using technology in instruction felt skillful to a moderate/great extent; those with 1 to 8 hours felt skillful to a small/moderate extent; and those with no hours felt skillful to a small extent. A similar pattern emerged for perceived skill in managing student behavior based on hours of professional development. Most speech-language pathologists had little or no training in supervising paraprofessionals, which may account for low levels of perceived skill in this area. Clearly, the content and duration of professional development opportunities was important in relation to perceived skill. It is interesting to note that differences in perceived skill were rarely significant between those with no professional development and those with 1 to 8 hours of professional development. Rather, the differences were associated with professional development of 8 hours or more.

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[3] Recently prepared school-based speech-language pathologists constitute 28.5% of those employed nationwide.

[4] The percentage of speech-language pathologists who received more than 8 hours of professional development ranged from 11.7% for supervising paraprofessionals to 71.6% for using appropriate clinical skills.

Summary and Implications

Although many of the data here are subject to the limitation of self-report, SPeNSE provides important information about the speech-language pathologist workforce. Because so many students with disabilities require speech-language services, ensuring an adequate supply of high-quality speech-language pathologists is crucial to the success of the students served under IDEA. SPeNSE data suggest that the current shortage of speech-language pathologists is mild, but the threat of future shortages is more pronounced. The age distribution of the workforce is a major cause for concern. Almost half of all school-based speech-language pathologists will be eligible for retirement within approximately 15 years. Unless the number of newly prepared speech-language pathologists increases substantially, a severe shortage seems unavoidable. The percentage of speech-language pathologists who reported that they plan to leave the profession as soon as possible is also of concern. Future shortages may be averted or moderated through preventative actions, such as:

- inducing speech-language pathologists to work beyond the typical age of retirement;
- reducing attrition among those below retirement age; and
- increasing the number of fully qualified speech-language pathologists entering the profession.

The SPeNSE findings suggest several approaches for reducing attrition. One approach is to keep caseloads to 46 or fewer students. Another is to take steps to improve perceived school climate by increasing speech-language pathologists' sense of belonging and bolstering their perceptions of support from administrators and colleagues.

The nation's school-based speech-language pathologists are a great asset. They are highly qualified for their positions and bring to their jobs a wealth of experience. However, as the skills required for school-based speech-language pathology change in response to emerging student populations and new service delivery models, these highly experienced personnel will require continuing professional development to keep pace with changes in the field. School-based speech-language pathologists rated their skills relatively low in a few areas, suggesting a need for professional development in using technology in instruction, accommodating diverse students' needs, supervising paraprofessionals, using literature to address problems, and managing student behavior. These findings are consistent with issues identified by ASHA. Its agenda calls for activities to address (a) services for culturally and linguistically diverse students, (b) improved use of web-based and advanced technology, and (c) supervision of speech-language pathology assistants (Whitmire & Clausen, 2001). Finally, SPeNSE data indicate that professional development activities of relatively short duration (i.e., fewer than 8 hours) did not increase speech-language pathologists' perception of their skills. This finding suggests that training of longer duration or greater intensity may be more helpful in raising perceived skill levels.

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Social Adaptation and Problem Behaviors of Elementary and Middle School Students Receiving Special Education

Against a background of general concern about school safety and problem behaviors, the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) mandated functional behavioral assessment and behavioral intervention plans for certain students with disabilities. There had been many calls for comprehensive assessment of special education students (e.g., Sabornie, 1994), and IDEA posited that understanding the relationship between learning and behavior was crucial to planning an individualized education program (IEP). For students with behavioral problems, as for all students served under IDEA, the IEP is a blueprint for change and a key to the goal of giving students with disabilities access to the regular education curriculum. Functional behavioral assessments are specifically required for students whose behavior interferes with the educational process. Functional behavioral assessments are intended to provide concrete, measurable information about the status and progress of students in special education (Sugai, Lewis-Palmer, & Hagan, 1998) and to provide the rationale and goals that are the basis for an IEP (Scott & Nelson, 1999). Thus, functional behavioral assessment and behavioral intervention planning, which includes IEP planning and proposed responses to disciplinary actions, may be viewed as a single, integrated, continuous process (Jolivette, Scott, & Nelson, 2000).

Public focus on students with behavioral problems has increased in recent years for at least three reasons. First, disruptive behavior interferes with the educational process and places a burden on teachers. Concerns about the quality of education in the United States have fueled greater attention to students who cannot or will not follow classroom rules. Second, today's youth are much more at risk for negative outcomes as a result of long-term exposure to poverty, social fragmentation, and violence in their communities (Walker, Zeller, & Close, 1999). For children with behavior problems, academic success is viewed as a pathway to a productive future, while recovery from academic failure and school dropout can be extremely difficult. Third, students with behavioral and emotional disorders are often involved—either as perpetrators or victims—in acts of school violence.

How widespread is school violence? It depends. On the question of protecting life and limb, schools are very safe. According to the Justice Policy Institute (Donohue, Schiraldi, & Ziedenberg, 1998), there was less than a one-in-a-million chance that a school-aged child would be killed in school during the 1998-99 school years. During 1992-93, a period associated with a high number of school-related homicides, the likelihood of a child being murdered away from school was 115 times greater than the chances of a violent death at school (Snyder & Sickmund, 1999). The final report of the bi-partisan working group on youth violence to the 106th Congress in February 2000 concluded that schools are among the safest places for children to be.

Shootings and homicides are at one extreme in the spectrum of hurtful acts at school. Bullying, fighting, and other forms of aggression are more commonplace in classrooms and on playgrounds (Olweus, Block, & Radke-Yarrow, 1986). When a student in the regular classroom is identified as a chronic source of aggressive, bullying, or harmful behaviors, he or she may be referred for evaluation and placement in special education. Of course, not all disruptive and misbehaving children require assessment and placement. There are no straightforward, one-to-one relationships among past, present, and future behavior. Behavior is highly context-specific and may not generalize over time or across settings. Nevertheless, many behaviors do become consolidated into a pattern over time, and students with recurrent behavior problems are at risk for later delinquency or criminality. As Sprague, Walker, and Stieber (2001) observed, the relationship between disciplinary referrals and delinquency or criminality has predictive power.

Disciplinary referrals require disciplinary policies and procedures. For example, some suggest that punishment stimulates avoidance and does little to abrogate the conditions that elicit bad conduct (e.g., Walker et al., 1999). Similarly, social skills training programs have had limited success in reducing aggressive behavior (Cairns & Cairns, 1997; Gresham, Sugai, & Horner, 2001). Social skills interventions attempt to reduce deviance and aggressiveness through training designed to improve social competence, which recipients presumably lack. A drawback to these deficit-focus models is that lack of social skills may not be a characteristic of students who engage in deviant behaviors (Giordano, Cernkovich, & Pugh, 1986; Rodkin, Farmer, Pearl, & Van Acker, 2000). Deficit models often fail to account for the adaptive functions of some problem behaviors, for example, gang participation (Cairns, Cadwallader, Estell, & Neckerman, 1997).

Behavior is strongly influenced by social and contextual conditions. Deviant and aggressive children are often both "architect and victim" of circumstances that limit positive, productive interactions with others (Patterson, 1976). But social interactions are only one piece of the puzzle. Correlated conditions that constrain behavior include peer social networks, the presence or absence of parental monitoring, poverty, and school performance. Comprehensive understanding of the sources and consequences of behavior, and the conditions that lead to lasting behavioral modification, demands a theoretical model that attends to what is present, as well as absent, in the social lives of children. Longitudinal research is a vital component of that model (Walker & Sprague, 1999).

The importance of behavior itself as an outcome, as well as its role as a mediating factor in many other important outcome domains, made it a priority area to address in OSEP's national assessment, including the Special Education Elementary Longitudinal Study (SEELS). One fundamental goal of SEELS is to follow over time the developmental pathways of children receiving special education. Therefore, the social development of students was emphasized when SEELS instruments were being designed. As a result, SEELS is well equipped to track the social progress of these youth as they transition from elementary school to middle and high school. The SEELS sample was drawn to be nationally representative. SEELS includes sources of information related to both social development and problem behavior. Social skills and social adaptation were described by the parents of SEELS students. Teachers also rated students' social skills and provided information about problem behaviors. Finally, parents detailed the disciplinary referrals of special education students through reports of suspensions and expulsions. The initial SEELS findings regarding social skills and adaptation are presented next.

Social Skills and Social Adaptation

The importance of childhood social interactions to positive child development is well established. Empirical research supports the common sense view that competence in social exchanges is a key factor in engagement at school and academic success. In the alternative, problems in social functioning usually indicate difficulties in multiple domains. Students receiving special education include a disproportionate number of students who are at high risk for delays or difficulties in social development, particularly students with autism and emotional disturbance (Cadwallader, Cameto, Blackorby, Giacalone, & Wagner, 2002). Parents reported that many students from other disability categories had difficulties in social development as secondary conditions. Students with these kinds of disabilities are most likely to be targeted for functional behavioral assessment and behavioral intervention plans.

Social Skills of Students With Disabilities

The social skills of students with disabilities were assessed through parent and teacher responses to items drawn from the Social Skills Rating System (SSRS), Teacher and Parent Forms (Gresham & Elliott, 1990).[1] Teachers responded to 17 questions about students, and parents answered 11 questions about their children. These items addressed three areas of social ability:

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[1] SEELS teacher data were collected in spring 2001 by written survey from teachers who provided language arts instruction to SEELS students. Parent reports were obtained by telephone interview and written survey from summer 2000 through winter 2001.

- **Assertion**—a student's ability and willingness to become involved in social activities (e.g., joins groups without being told).
- **Self-control**—a students' ability to cope with frustration and to deal with conflict (e.g., ends disagreements calmly).
- **Cooperation**—a student's ability to cooperate and stay on task (e.g., cooperates with family members without being asked to do so).

There are good reasons for collecting and reporting data from both parents and teachers. From a practical point of view, the different perspectives of the raters themselves may be of interest. Agreements and differences in teacher and parent ratings of SEELS students are detailed below.

Differences in Social Skills by Disability Category

There are reasons to expect that the impact of a disability on a student's social skills might vary by type of disability. For example, we might expect that students with severe cognitive or speech-language impairments could have problems with social functioning because of communication difficulties. Expressing personal intentions and expectations and recognizing the intentions of others are key ingredients in social relationships. Difficulties in expressing oneself or understanding others frequently undermine the development of prosocial behavior and self-identity through social interactions. Social functioning difficulties resulting from perceptual or expressive limitations also may lead to frustration and withdrawal from social interchanges. And children who cannot easily or do not engage in social contact have limited exposure to the reciprocity that guides much of our intra- and interpersonal development.

Table III-3 shows teacher and parent ratings of overall social skills. The social skills of students with disabilities were assessed using questions to caregivers that were drawn from the Social Skills Rating System, Parent Form (Gresham & Elliott, 1990). Parents and teachers responded to a number of questions about their children that addressed the three areas of social ability discussed above: assertion, self-control, and cooperation:

A scale was created to measure each of these areas of social ability. The assertion and self-control scales range from 0 to 8 and have a mean score of 5. The cooperation scale ranges from 0 to 6 and has a mean of 4. A fourth scale was created by summing these three scales to create a broad measure of general social skills; it ranges from 0 to 22 and has a mean of 14. Ratings are categorized as high (greater than one

Table III-3
Social Skills Ratings of Students With Disabilities

	Teachers	Parents
Percentage with overall social skills rated:		
High	22.2	20.5
Medium	59.7	68.2
Low	18.2	11.4
Percentage with assertion skills rated:		
High	22.3	33.8
Medium	66.6	58.7
Low	11.1	7.4
Percentage with self-control skills rated:		
High	16.7	17.8
Medium	64.5	71.2
Low	18.9	10.9
Percentage with cooperation skills rated:		
High	20.6	16.0
Medium	64.9	71.0
Low	14.5	13.0
Sample size	4,541	4,466

Note: Ratings are based on a point system, where Low=1, Medium=2, and High=3.

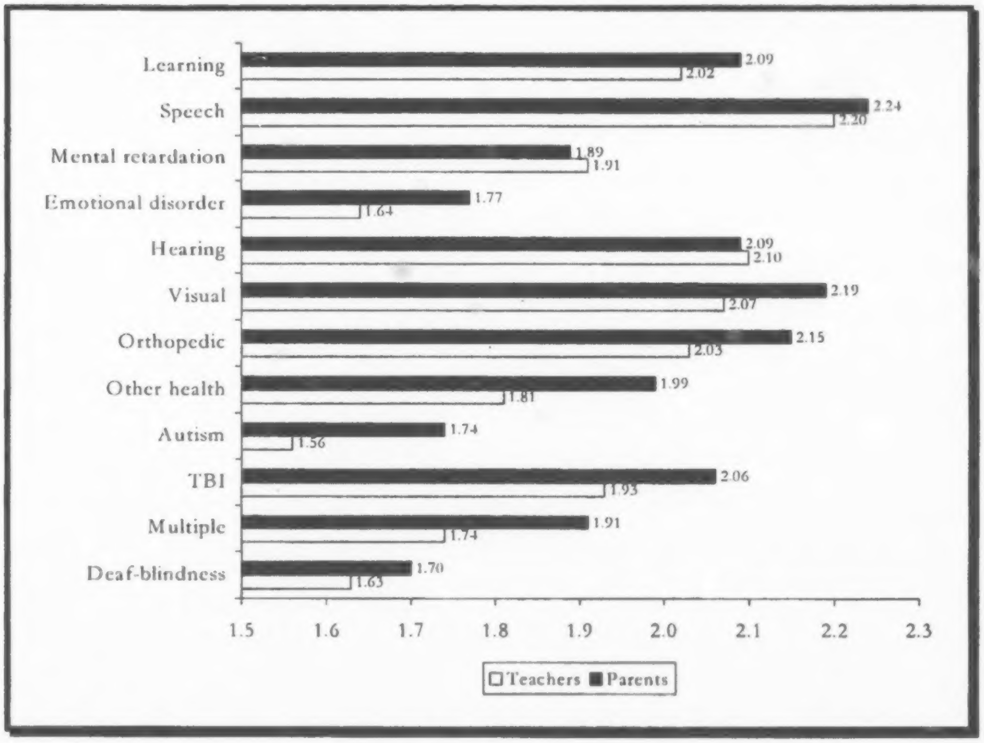
Source: SEELS.

standard deviation above the mean), median (within one standard deviation of the mean), and low (more than one standard deviation below the mean). It is worth noting that teachers and parents rate most students receiving special education as having medium to high social skills. Parents rated 89% of such students as medium to high on social skills, broadly defined. Teachers gave medium-to-high overall ratings to 82% of students.

Students got the highest scores for assertiveness, with over one third of students scoring high, and 93% being rated medium or high by parents. Teachers placed almost a quarter of these youth high on the assertion scale and ranked 89% medium to high for assertiveness. About one in six students scored in the high range on both parent and teacher ratings of cooperation. Teachers gave 81% and parents gave 89% of students medium to high marks for self-control.

Figure III-3 depicts total scale ratings by parents and teachers for students with different primary disabilities. Parents gave higher ratings than teachers in most domains, and differences between the two varied by the student's disability category.

Figure III-3
Comparison of Teacher and Parent Ratings of Social Skills, by Disability/Impairment Category



Note: The figure presents mean ratings for students in each disability category, based on a point system where Low=1, Medium=2, and High=3.

Source: SEELS.

Students with learning, speech, hearing, vision, and orthopedic impairments had overall social skills that were ranked by parents and teachers at or above the mean for special education students.

Figure III-3 does not break down ratings by the three social skills subscales of assertiveness, self-control, and cooperation. However, the data showed that students with learning, speech, hearing, vision, and orthopedic impairments received positive marks from parents and teachers across all three subscales. Teachers and parents gave students with speech impairments the highest marks on each of the three social ability measures. Parents and teachers generally agreed in their assessment of students with mental retardation, giving these students lower ratings on the self-control scale than on the assertion and cooperation scales. The greatest differences between teachers and parents were in their assessment of students with emotional/ behavioral disorders, other health impairments, autism, and multiple disabilities. Notably, three of those four categories include students with significant behavioral problems (attention deficit hyperactivity disorder (ADHD) is most often included in the category of other health impairments). In every instance of significant disagreement between teacher and parents, parents gave more positive ratings than teachers.

Certain differences between teacher and parent ratings were striking. For example, parents said that 89% of the youth with multiple disabilities had medium to high levels of self-control. Teachers gave that same rating to only 69% of the students with multiple disabilities. On the self-control scale, parents described 84% of the children with autism as having medium to high skills. Teachers gave similar ratings to only 61% of the students with autism. These differences in ratings were not consistent from scale to scale. In general, teacher and parent ratings were more closely aligned on the cooperation scale than on the assertion and self-control scales. Parents and teachers agreed that 77% of the students with autism had medium to high scores for cooperation. They disagreed on the assertion scale; parents gave medium to high ratings to 63% of the children with autism, while teachers rated only 48% as medium to high on that dimension.

Difficulty in social situations is one of the diagnostic criteria for children with autism and emotional/behavioral disabilities, and social skills ratings for these students were low. Nevertheless, teachers and parents did not fully agree on the social skills of students with emotional disorders (ED). Teachers said that 79% of the students with ED had medium to high assertion skills. Parents gave medium to high ratings to 89% of the children with ED. Teachers and parents both described students with ED as having low self-control. Parents gave low self-control ratings to 32% of the population with ED, while teachers rated 46% of those students as low on self-control. As above, teachers and parents were more consistent on the cooperation scale. Teachers described 76% of the students with emotional/behavioral disorders as medium to highly cooperative. Parents gave medium to high ratings to 75% of the students with ED.

Compared to parents, teachers consistently rank fewer youth in the high range for social skills and rate more students in the low range. Presumably, teachers have a greater range of student behaviors as a frame of reference—they work with large numbers of students and a continuum of behaviors.

Table III-4
Students' Social Skills, by Age and Gender

		Age		Gender	
		6 to 9	10 to 12	Boys	Girls
Percentage with overall social skills rated:					
High	Teacher	23.4	17.7	19.3	28.2
	Parent	22.4	18.3	19.2	22.8
Medium	Teacher	60.6	62.3	59.6	59.4
	Parent	66.4	70.0	68.5	67.6
Low	Teacher	16.0	20.0	21.1	12.3
	Parent	11.2	11.6	12.3	9.5
Percentage with assertion skills rated:					
High	Teacher	25.0	20.0	21.3	24.4
	Parent	38.7	29.1	32.2	37.2
Medium	Teacher	65.3	67.1	67.2	65.1
	Parent	54.0	63.3	59.9	56.2
Low	Teacher	9.7	13.0	11.4	10.5
	Parent	7.3	7.7	7.8	6.6
Percentage with self-control skills rated:					
High	Teacher	16.6	15.3	14.2	21.9
	Parent	18.4	17.2	17.1	19.1
Medium	Teacher	64.6	65.2	63.7	66.2
	Parent	70.9	71.4	72.0	70.2
Low	Teacher	18.8	19.5	22.1	12.0
	Parent	10.7	11.4	10.9	10.7
Percentage with cooperation skills rated:					
High	Teacher	21.8	16.9	18.3	25.5
	Parent	17.3	14.1	14.9	17.9
Medium	Teacher	65.4	65.7	65.0	64.5
	Parent	70.4	71.9	71.4	70.4
Low	Teacher	12.8	17.5	16.7	10.0
	Parent	12.3	14.0	13.7	11.7
Sample size—Teacher		3,106	2,362	2,955	1,536
Sample size—Parent		2,467	1,882	2,911	1,507

Source: SEELS.

Demographic Differences in Social Skills

Age. As Table III-4 illustrates, as age increased there was a downward trend in overall social skills ratings. There are at least two possible reasons for this phenomenon. First, the tendency of parents to give lower ratings to older students may reflect the changing mix of disabilities represented by the different age cohorts; students with greater difficulties were more likely to have continued receiving special education as they got older. Also, significant emotional issues were just emerging for some students in the late elementary years, causing an influx of more students with

ED. Further, students may have been held to different standards of conduct as they got older. For example, hitting is tolerated more among kindergartners than t is among middle school students.

Gender. Teachers and parents alike identified slightly higher social skills ratings for girls compared with boys. Differences between boys and girls were relatively small, while differences between parent and teacher ratings were somewhat greater. Compared with parents, teachers gave higher ratings to girls and lower ratings to boys, particularly in the areas of assertion and self-control. Teachers identified more students at the top of the cooperation scale, while parents put more students in the medium category. It is important to recall, however, that boys substantially outnumber girls among the students who receive special education, and that is also represented in the sample for this study.

Overall differences based on gender for students with disabilities were consistent with those found among the general population of students at this age (Ruble & Martin, 1998). Differences in social characteristics of boys and girls may be expected to increase with age. The interests and activities of boys and girls have been shown to differ as they enter adolescence. In general, boys prefer group and competitive activities, while girls seek more intimate, cooperative activities involving just two people (Berndt & Savin-Williams, 1992). Girls also tend to desist in the use of physical aggression at a younger age than boys and turn to more subtle forms of social influence as they approach puberty (Xie, Cairns, & Cairns, 1999).

Household income. There was a consistent relationship between income and social skills ratings. Table III-5 shows that ratings of assertion, self-control, and cooperation were higher among higher income groups. Children from upper income households (more than $50,000/year) were described by their parents as highly assertive, while teachers identified students from those homes as having good cooperation skills. Increases from one income level to the next were reliable across the three social skills areas.

Race/ethnicity. Levels of agreement varied between parents and teachers in weighted estimates of social skills based on race or ethnicity. Table III-5 shows that parents of White, African American, Hispanic, and Asian students rated 85% to 90% of their children in the medium to high range for overall social skills. Teachers gave similar ratings to White and Hispanic students. Teachers identified 94% of Asian/Pacific Islander students as having medium to high social skills. Parents gave Asian/Pacific Islander youth lower ratings than those given by teachers for self-control and cooperation.

Table III-5
Students' Social Skills, by Income and Race/Ethnicity

		Income			Race/ethnicity				
		<= $25,000	$25,001 to $50,000	More than $50,000	White	African American	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Percentage with overall social skills rated:									
High	Teacher	13.0	22.4	30.1	23.9	13.2	17.1	5.6	5.5
	Parent	13.9	21.9	27.2	21.7	16.2	14.9	7.8	57.7
Medium	Teacher	61.8	61.8	56.9	60.5	61.4	65.3	88.7	57.2
	Parent	70.0	67.0	67.0	66.8	71.9	75.1	77.0	39.0
Low	Teacher	25.1	15.8	13.0	15.6	25.4	17.6	5.7	37.3
	Parent	16.1	11.0	5.8	11.5	11.9	10.0	15.2	3.3
Percentage with assertion skills rated:									
High	Teacher	17.6	22.7	26.7	22.8	22.0	22.7	13.3	1.2
	Parent	23.4	35.2	42.4	36.7	28.8	23.8	11.3	74.3
Medium	Teacher	70.3	65.3	63.1	66.6	64.9	66.1	75.6	89.6
	Parent	66.8	57.9	52.6	57.2	65.7	59.0	82.5	22.6
Low	Teacher	12.2	12.0	10.2	10.6	13.1	11.2	11.1	9.2
	Parent	9.8	6.9	5.0	6.1	5.5	17.3	6.2	3.1
Percentage with self-control skills rated:									
High	Teacher	10.3	17.9	23.2	18.6	5.1	18.8	15.4	5.8
	Parent	12.7	19.3	23.1	18.7	13.3	17.2	11.7	12.1
Medium	Teacher	62.2	67.2	64.3	65.3	66.6	62.4	78.4	59.2
	Parent	71.5	71.1	71.6	70.3	74.6	73.8	75.0	78.0
Low	Teacher	27.5	15.0	12.6	16.1	28.3	18.8	6.2	35.0
	Parent	15.8	9.5	5.3	11.0	12.1	9.0	13.3	9.9
Percentage with cooperation skills rated:									
High	Teacher	14.6	17.8	29.1	22.5	13.3	16.7	7.1	2.0
	Parent	17.1	15.2	16.4	14.2	18.2	21.3	13.5	12.6
Medium	Teacher	66.5	67.7	61.9	64.4	64.4	70.0	84.8	64.4
	Parent	64.2	72.5	77.2	73.8	65.7	63.6	68.3	81.1
Low	Teacher	18.9	14.5	9.0	13.1	22.3	13.3	8.2	33.6
	Parent	18.8	12.3	6.4	12.1	16.1	15.1	18.2	6.3
Sample size—Teacher		1,451	1,238	1,502	3,688	1,060	660	95	41
Sample size—Parent		1,446	1,233	1,495	3,021	789	514	76	31

Source: SEELS.

American youth were even greater. Parents of American Indians and Alaska Natives said that 97% of their children had medium to high social skills. Teachers gave that rating to only 63% of the same group.

The race/ethnicity data reported here were weighted to be nationally representative. However, caution is required when considering ethnic and racial differences on rating scales. There may have been real ethnic/racial differences in social skills among children. But there also may have been differences in interpretation of the questions, or there may have been cultural differences related to the importance or relevance of a particular domain. For example, it may be that White parents placed less emphasis on cooperation than they did on assertion or self-control, compared with African American or Hispanic parents. In addition, the sample included relatively few American Indian/Alaska Native students.

Problem Behaviors and Disciplinary Actions

The preceding discussion illustrates the diversity of social skills that students with disabilities bring to the educational setting and process. It is also noteworthy that the majority of students with disabilities received medium to high ratings from teachers and parents on measures of cooperation, assertion, and self-control. However, there is still significant interest among policymakers, teachers, and parents in the degree to which students with disabilities exhibit "problem behaviors" (GAO, 2001; Leone, Mayer, Malmgren, & Meisel, 2000; Katsiyannis & Maag, 1998).

SEELS' approach to the measurement of problem behavior is guided by the conceptual framework of the Social Skills Rating System (SSRS), which organizes problem behavior into three distinct categories: hyperactivity, internalizing, and externalizing (Gresham & Elliott, 1990). Below we present teacher ratings of students with disabilities in these three categories, as well as parent reports of disciplinary actions imposed on students with disabilities. Parents did not rate problem behaviors.[2]

Hyperactivity Problem Behaviors

The ability to concentrate and persist in a learning activity for an extended period of time is a common requirement of virtually all approaches to teaching and learning. Hyperactivity is a class of problem behaviors that interfere with this essential process. Such problem behaviors include excessive physical movements and difficulty in concentrating, listening to instructions, paying attention, staying on task, or completing activities. In each case, students who exhibit such behaviors are at risk for missing key components of instruction, whether in the context of individual or group work, which can limit their ability to learn and succeed. Of course, many of these behaviors are now associated with attention deficit disorder (ADD) and ADHD, which are included in the *Diagnostic and Statistical Manual of the American Psychiatric Association* (DSM-IV, American Psychiatric Association, 1994). Some students diagnosed with these disorders receive educational services under Section 504 or IDEA in the category of other health impairment or other disability categories. Attention deficits and hyperactivity are increasingly recognized as problems faced by American school children, and many students may exhibit some level of hyperactivity, even if they are not identified to receive services for hyperactivity. Figure III-4 shows that characteristics of hyperactivity are indeed quite common among students with disabilities. Nearly 40% of elementary and middle school students with disabilities were reported by their teachers to be "easily distracted" on a frequent basis. Similarly, 25% were reported to frequently "act impulsively." Direct comparisons to the general population of students are not available. Nonetheless, this suggests that problems resulting from distractibility and/or impulsivity may affect the learning of many students with disabilities, regardless of their primary disability designation, which also suggests that interventions focused on hyperactivity should be considered in developing their educational programming.

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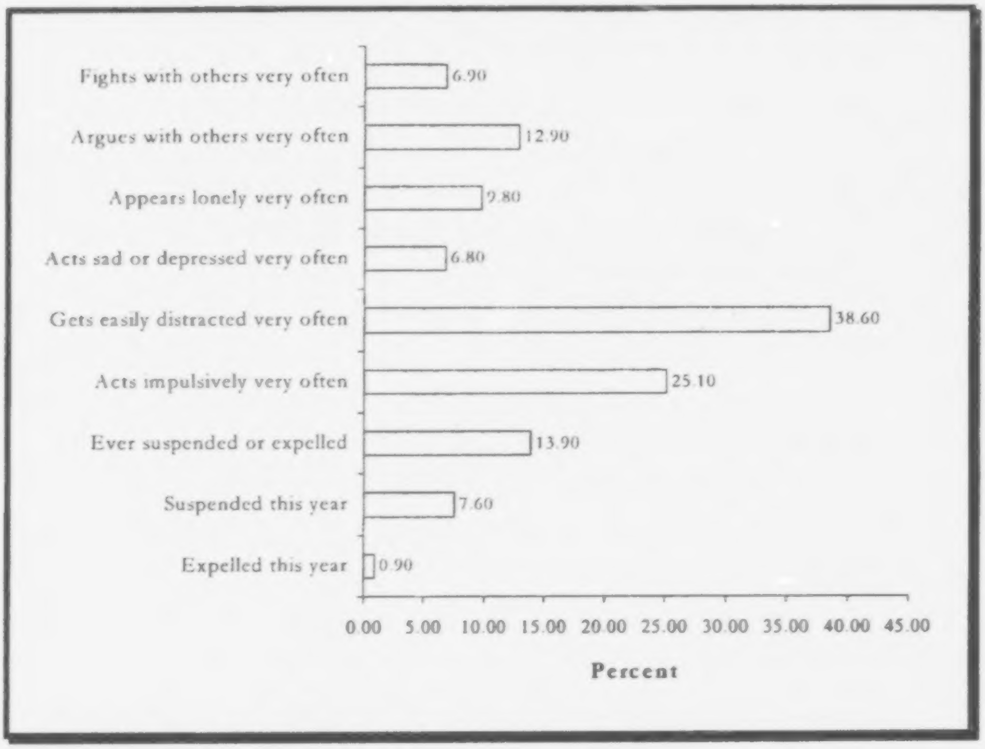
[2] Due to parental discomfort in responding to these items, they were discontinued to preserve the integrity of other parental responses and high levels of parental participation.

Internalizing Problem Behaviors

Not every problem behavior that adversely affects student functioning is attention-getting, easily or frequently observed, or directly affects other students in class or school settings. Problem behaviors that primarily affect the individual student are referred to as internalizing problem behaviors. Examples of such behaviors are loneliness, depression, and chronic sadness. Because these behaviors may not disrupt classroom activities, or other students, they may not be noticed by school staff or receive attention. In the long run, internalizing behaviors interfere with learning and social development and thus can be just as limiting as other types of problem behaviors. For example, children who are lonely as students are at risk for loneliness, social isolation, or rejection as adults (Asher, Hymel, & Renshaw, 1984). Other internalizing behaviors, such as extreme shyness, anxieties, and phobias, may inhibit the student's ability to function in social situations or cause a child to behave in ways that are perceived as odd, selfish, or arrogant. Behaviors perceived as odd and/or avoidant can set the stage for lasting difficulties in social adaptation. Figure III-4 shows that 10% of elementary and middle school students with disabilities nationally were reported to be "lonely" on a frequent basis. Seven percent were reported by

Figure III-4
Teacher Reports of Problem Behaviors, Suspensions, and Expulsions Among Students Receiving Special Education



their teachers to be frequently "sad." While far less common than problems related to hyperactivity, internalizing problem behaviors affect a significant number of students with disabilities.

Externalizing Problem Behaviors

Externalizing problem behaviors are those that are most observable and receive the greatest amount of attention from school personnel and the general public. This is because externalizing problem behaviors often present the greatest immediate risk for an individual student, as well as to others in the class or the school. Examples of externalizing problem behaviors include fighting, threatening, defiance, bullying, excessive anger, arguing, theft, vandalism, or drug use. Some externalizing behaviors are considered generally disruptive to the educational process and may lead to referral for special education services, particularly if they are indicative of emotional disturbance. Other types of externalizing behaviors refer to specific incidents or patterns of incidents that lead to disciplinary actions (discussed below). Over the long term, externalizing problem behaviors are linked to a range of undesirable outcomes such as social maladjustment, school failure, school dropout, and even incarceration. Figure III-4 shows that externalizing problem behaviors are relatively uncommon. Thirteen percent of students with disabilities in elementary and middle school were reported by their teachers to frequently "argue with others," and 7% were reported to frequently "fight with others." While not a common characteristic among students with disabilities, externalizing problem behaviors remain an important issue because of their disruptive potential.

Disruptive conduct takes on added significance when coupled with low academic achievement. Poor school performance together with high levels of externalizing behavior and aggressiveness are strongly related to school dropout and other negative outcomes. Cairns and Cairns (1994) identified a group of children who were extremely disruptive and performing poorly in the seventh grade. Eighty-two percent of the males in that group failed to complete the 11th grade. Boys who were extreme on one dimension but not on the other (i.e., high aggression or low academic performance) were much more likely to stay in school than those who exhibited both characteristics. These authors emphasize that it is the configuration of characteristics (i.e., low school performance plus aggressive behavior), and not single variables (e.g., socioeconomic status or popularity) that lend predictive power to analyses of social behavior.

Disciplinary Actions

Effective behavior management is considered an essential ingredient of effective schools and teaching, but it is a challenge for many American schools (Bos & Vaughn, 1994; Leone et al., 2000). The characteristics of effective behavior management include a school-wide approach with clear expectations, policies, and behavior management practices. In the classroom, teachers use a variety of approaches to direct and shape behavior, such as classroom rules, token economies, and seating arrangements (Epanchin, Townsend, & Stoddard, 1994; Kameenui & Darch, 1995; Walker & Horner, 1996; Woolery, Bailey, & Sugai, 1988). When incidents occur outside the classroom, misconduct can be addressed through parent conferences, behavior contracts, functional behavioral assessments, and behavior management plans. However, in cases where events or behaviors are considered serious violations, schools use the mechanisms of "in school" and "out of school" suspensions to seek improved behavior. In cases of extreme violations, schools expel students. In the case of students with disabilities, there has been a long-standing tension between the school's efforts to maintain school safety and discipline and the student's right to appropriate, free public education under IDEA. In general, IDEA limits the use of suspensions to 10 consecutive days in a school year. To exceed the

10-day suspension limit, an IEP team meeting must first be held to determine if the behavior was disability related, and an evaluation of any proposed change in placement must be conducted.

According to parents, 14% of students with disabilities in elementary and middle school had been expelled or suspended at some point in their school careers. In addition, 8% had been suspended during the most recent school year. The U.S. General Accounting Office (2001) reports that special education students have more than three times the number of serious misconduct incidents per 1,000 students than the proportion reported for students in general education. Most of the students who engage in serious misconduct face out-of-school suspension (GAO, 2001).

Differences in Problem Behaviors and Disciplinary Actions by Disability Category

Table III-6 depicts teacher ratings of problem behaviors by student disability category. There is diversity across disability categories, and a number of students in each category are reported to engage in each of the problem behaviors in the "very often" category. However, it is reasonable to expect problem behaviors to be more common among students whose disabilities include behavior as a diagnostic and eligibility criterion. Table III-6 illustrates that students with ED indeed stand out in comparison to peers with other disabilities. While this general relationship is not surprising, the magnitude is cause for concern. Students with ED were reported more likely to frequently engage in externalizing problem behaviors (fighting-24%, arguing-40%) than other students. By contrast, fewer than 10% of students in all other disability categories were reported to "fight with others" frequently, and fewer than 18% were reported to frequently "argue with others." This is consistent with the association of such externalizing behavior with ED. However, students with ED also stand apart from their peers in both internalizing and hyperactivity problem behaviors. For example, 18% of students with ED were reported to be "lonely" or "sad and depressed." Rates for these behaviors were lower for students in all other categories. For example, reports of frequent "sadness or depression" ranged from 8% (students with multiple disabilities) to 3% (students with visual impairments). A similar pattern is evident among hyperactivity-related problem behaviors: 60% of students with ED were reported to be "easily distracted" on a frequent basis, and 50% were reported to frequently "act impulsively." Students with autism were reported to have similar rates of hyperactivity-related problem behaviors. Rates for students in other disability categories were also high, ranging from 27% to 40% for "distractibility" and 19% to 30% for "impulsivity." This illustrates that problem behaviors of all types affect students across the disability spectrum, but that they are

Table III-6
Teacher Ratings of Problem Behaviors, by Disability Category

	Specific learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Fights with others												
Never	55.5	62.0	47.7	21.5	59.2	57.2	69.6	53.5	57.0	54.8	47.2	100.0
Sometimes	39.4	32.6	43.9	55.0	35.2	38.0	25.0	37.9	37.1	36.0	44.3	
Very Often	5.1	5.5	8.4	23.5	5.6	4.8	5.4	8.6	6.0	9.2	8.5	
Argues with others												
Never	36.6	44.2	28.8	11.0	36.2	41.0	48.6	35.6	39.6	37.2	34.1	58.4
Sometimes	51.8	47.4	54.2	48.8	53.8	48.7	38.9	50.2	49.8	49.6	51.8	28.2
Very Often	11.6	8.4	17.0	40.2	9.9	10.3	12.5	14.2	10.6	13.3	14.1	13.3
Appears lonely												
Never	56.2	56.4	46.4	28.2	50.2	49.0	51.4	39.7	42.4	43.1	48.2	59.4
Sometimes	34.8	34.5	44.5	53.5	42.7	43.9	39.4	47.7	43.8	50.6	43.5	28.8
Very Often	9.0	9.1	9.1	18.3	7.1	7.1	9.1	12.6	13.8	6.4	8.3	11.9
Acts sad or depressed												
Never	58.2	60.6	46.2	23.7	54.4	57.8	54.9	47.0	46.1	46.4	44.4	56.3
Sometimes	36.1	33.0	46.8	58.2	41.7	39.2	41.5	45.9	50.9	47.1	47.8	43.7
Very Often	5.8	6.4	7.0	18.1	3.9	3.0	3.6	7.1	3.1	6.5	7.8	0
Gets easily distracted												
Never	8.2	17.1	5.1	3.1	16.2	18.9	13.1	6.4	2.2	10.3	2.9	13.5
Sometimes	53.3	54.8	46.0	37.4	50.8	53.9	46.1	41.4	35.1	41.9	38.4	43.1
Very Often	38.6	28.1	48.9	59.5	32.9	27.2	40.9	52.1	62.7	47.8	58.8	43.5
Acts impulsively												
Never	34.9	41.9	23.3	12.6	38.6	35.2	37.8	24.0	14.4	25.6	21.3	59.9
Sometimes	42.4	38.7	44.5	37.9	37.7	44.2	42.0	45.2	40.5	34.2	39.4	17.4
Very Often	22.6	19.5	32.2	49.5	23.7	20.6	20.2	30.8	45.2	40.2	39.3	22.7
Unweighted *N*	664	550	588	496	511	428	563	457	646	207	392	13

particularly acute for students with ED. This is expected since the criteria for ED include these types of behaviors and stipulate that the student's impairment must not be due to other factors (see 34 CFR 300.7).

Table III-7 reveals a similar pattern of parent reports of disciplinary actions by student disability. While students in all categories are suspended, students with ED are suspended far more frequently. For example, nearly 50% of students with ED in elementary and middle school had been suspended or expelled at some time in their school careers. Students with learning disabilities (16%), mental retardation (17%), other health impairments (17%) and traumatic brain injuries (15%) all had been suspended at rates above the general population but still far below that of peers with emotional disturbance. Similarly, nearly 31% of students with ED were reported to have been suspended in their most recent school year—nearly three times the rates of the next most common category (other health impairments).

It is important to evaluate the long-term effects of these disciplinary actions in the domains of achievement, social development, and school completion. SEELS, as well as other OSEP longitudinal studies, will be able to provide information to address this important question.

Differences in Problem Behaviors and Disciplinary Actions by Demographics

Age. Several trends emerge in preliminary analyses across age groups (see Tables III-8 and III-9). It appears that externalizing behaviors, such as fighting and arguing, increase with age, while internalizing behaviors, such as feeling lonely or sad, decline somewhat across age groups. Somewhat surprisingly, distractibility appears to increase with age. Age has a clear impact on suspensions and expulsions, with substantial increases observed on these measures based on age of the student. Two caveats need to be kept in mind about these analyses. First, the data are cross-sectional and not longitudinal. To clearly establish age trends and to identify the persistence of conduct over time, sequential data are required. SEELS is designed to provide such data, which will be available in later reports. Second, there are potential differences in the age at which students are identified for special education, and youth with behavioral problems (ED) as a primary diagnosis tend to be older than children with other disabilities. It will be interesting to follow these students into adolescence and explore further the relationship of age to social functioning and problem behaviors.

Table III-7
Parent Reports of Suspensions and Expulsions, by Disability Category

	Specific learning disability	Speech/ language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
Ever Suspended/expelled	15.5	5.3	16.9	48.6	7.9	4.7	6.5	17.2	6.7	15.4	13.8	3.8
Unweighted *N*	1,041	831	858	858	1,019	802	977	922	1,096	359	837	49
Suspended this year	8.1	2.4	10.2	30.6	4.5	3.0	3.5	12.1	4.7	9.6	9.0	3.8
Unweighted *N*	1,004	818	827	779	1,001	796	963	918	1,095	352	836	49
Expelled this year	0.7	0.4	1.8	3.0	0.0	0.0	0.7	1.3	0.6	0.8	1.1	0.0
Unweighted *N*	1,033	829	850	840	1,016	801	972	921	1,095	359	837	49

Source: SEELS.

Table III-8
Teacher Ratings of Problem Behaviors, by Age and Gender

	Age		Gender	
	6 to 9	10 to 12	Male	Female
Fights with others				
Never	55.6	54.2	52.2	62.3
Sometimes	37.4	39.2	40.3	32.6
Very Often	7.1	6.6	7.5	5.1
Argues with others				
Never	38.3	35.5	36.0	40.7
Sometimes	49.9	50.9	49.0	50.4
Very Often	11.8	13.6	15.0	8.9
Appears lonely				
Never	53.9	50.8	53.6	50.1
Sometimes	36.8	38.6	35.9	41.6
Very Often	9.4	10.7	10.5	8.3
Acts sad or depressed				
Never	55.3	53.8	57.1	49.2
Sometimes	38.1	39.1	35.7	44.5
Very Often	6.7	7.2	7.2	6.3
Gets easily distracted				
Never	11.5	9.6	8.1	15.1
Sometimes	49.6	52.4	47.9	56.2
Very Often	38.9	38.0	44.0	28.7
Acts impulsively				
Never	34.4	33.6	27.4	46.2
Sometimes	39.9	42.4	43.3	37.8
Very Often	25.7	23.9	29.3	15.9
Unweighted *N*	3,036	2,304	2,887	1,489

Gender. Gender is an important variable in social behavior and development. It is related both to the types and frequencies of behaviors exhibited at particular development stages. Importantly, there is evidence of different behavioral expectations for boys and girls. In regard to problem behaviors, previous research suggests that males are more likely to engage in externalizing and hyperactivity-related problem behaviors, while girls are more likely to be "sad or depressed" (Clark, Hanno, & Kellam, 2000; Morgan, 1991; Ruble & Martin, 1998; Versi, 1995). Table III-8 generally suggests that this pattern applies to students with disabilities as well. However, the differences are not as large as one might expect. While boys are more likely to often "argue with others" and to "fight with others," the differences are modest.

Table III-9
Parent Ratings of Suspensions and Expulsions, by Age and Gender

	Age		Gender	
	6 to 9	10 to 12	Male	Female
Ever Suspended/expelled	6.7	16.6	17.7	6.0
Unweighted *N*	2,493	1,900	6,290	3,237
Suspended this year	3.5	10.3	10.0	3.3
Unweighted *N*	2,474	1,844	6,129	3,211
Expelled this year	.1	1.4	1.0	0.7
Unweighted *N*	2,490	1,887	6,249	3,235

Source: SEELS.

Household income. Education-related research frequently finds that family background, particularly socioeconomic status, is related to a host of important outcomes such as achievement, school completion, etc. (Cairns & Cairns, 1994). Child health, family stability, in-home support for learning, high expectations, and the stresses of poverty are among the reasons cited for these findings. Table III-10 shows that this relationship applies for all three categories of problem behaviors, as well as for disciplinary actions. For example, students from families with incomes of less than $25,000 were significantly more likely "to fight with others" frequently (11% vs. 3%) and "to argue with others" (18% vs. 10%) in comparison to peers from families whose incomes exceeded $50,000. The income pattern also applies to "loneliness," "distractibility," and "impulsivity." The size of this discrepancy is even larger in reported disciplinary actions. Twenty-one percent of students with disabilities from lower income households had been suspended or expelled at some point in their school careers, compared to just 7% of students from higher income households.

Race/ethnicity. Student ethnic background has been an important policy issue in special education for decades. These debates have focused on a number of issues, including the overrepresentation of minority students in specific disability categories, validity of assessments, culturally sensitive and informed instruction, as well as differences in outcomes achieved across ethnic groups. Table III-10 illustrates that there is considerable variation in reports of problem behaviors across ethnic groups. African American students and Native American students were reported to engage more frequently in externalizing and hyperactivity-related problem behaviors. For example, 13% of African American students with disabilities were reported "to fight with others" frequently in comparison to 0.5% of Asian students and 5% of Hispanic students. There are also significant differences in the rates at which students from different ethnic groups receive disciplinary actions, according to their

Table III-10
Teacher Ratings of Problem Behaviors, Suspensions, and Expulsions, by Income and Ethnicity

	Income			Race/ethnicity				
	<= $25,000	$25,001 to $50,000	> $50,000	White	African American	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Fights with others								
Never	42.4	58.8	66.9	59.2	40.0	57.7	56.3	42.5
Sometimes	47.1	36.9	29.6	35.3	47.3	36.9	43.1	45.2
Very Often	10.5	4.3	3.4	5.6	12.7	5.3	0.5	12.3
Argues with others								
Never	27.0	41.3	47.2	40.8	19.7	43.2	50.6	32.3
Sometimes	54.6	49.0	43.3	48.5	58.6	47.4	45.6	45.6
Very Often	18.4	9.7	9.5	10.8	21.7	9.4	3.8	22.1
Appears lonely								
Never	45.6	54.0	57.7	52.6	51.9	55.0	34.4	61.4
Sometimes	44.2	33.8	34.9	37.5	36.8	39.1	52.2	33.6
Very Often	10.1	12.2	7.4	9.9	11.3	5.9	13.5	5.0
Acts sad or depressed								
Never	44.9	57.8	62.2	57.7	45.1	57.3	23.5	57.9
Sometimes	45.7	35.6	35.4	36.5	45.4	36.1	65.7	35.5
Very Often	9.4	6.6	2.4	5.8	9.5	6.6	10.9	6.6
Gets easily distracted								
Never	7.4	10.3	16.2	11.6	4.9	13.1	10.8	6.1
Sometimes	46.5	50.7	53.2	52.2	46.7	51.3	62.7	49.1
Very Often	46.1	39.0	30.6	36.3	48.3	35.7	26.5	44.7
Acts impulsively								
Never	29.6	38.2	38.0	35.0	24.3	42.9	20.5	28.2
Sometimes	38.0	40.0	43.5	42.4	41.8	32.1	64.8	41.6
Very Often	32.4	21.8	18.5	22.6	33.9	25.0	14.7	30.1
Unweighted *N*	1,417	1,199	1,461	3,596	1,025	636	94	41
Ever Suspended/expelled	21.1	9.5	6.7	10.0	28.1	12.5	0.6	21.9
Unweighted *N*	3,439	2,449	2,972	6,043	2,035	1,205	205	61
Suspended this year	10.9	7.5	4.4	5.5	15.9	7.0	0.3	2.6
Unweighted *N*	3,326	2,447	2,944	5,921	1,969	1,186	205	58
Expelled this year	1.6	0.3	0.5	0.5	2.4	0.1	0.0	0.0
Unweighted *N*	3,412	2,448	2,969	6,013	2,020	1,204	205	60

Source: SEELS.

teachers. For example, 28% of African American elementary and middle school students with disabilities had been suspended or expelled at some point during their school careers, and 16% had been suspended in their most recent school year. These rates are significantly higher than those for White students (10%), Hispanic students (13%), and Asian students (0.6%). Unfortunately, SEELS does not have data on the specific reasons for these disciplinary actions, which would allow further evaluation of these numbers. However, the finding of highly elevated suspension rates parallels reports for African American students in the general population (NCES, 1997).

Conclusion

Social development is a key outcome for many students with disabilities, and concerns about school safety and discipline generally have been increasing in recent years. Parent and teacher reports on social adjustment and problem behaviors from SEELS Wave 1 illustrate considerable diversity of these complex phenomena. Teachers and parents concur that the majority of students with disabilities have average to above average social skills. However, many students with disabilities also engage in problem behaviors, particularly related to hyperactivity. Attention-getting, problem-externalizing behaviors were relatively uncommon for students with disabilities as a whole, but these behaviors were more commonly reported for African American students, students with ED, or those with lower family incomes. These students were also far more likely than other students with disabilities to receive disciplinary actions such as suspensions. While generally consistent with other reports, the size of the discrepancy in disciplinary actions between students with ED and other students with disabilities was unexpectedly large and represents elevated risk for poor outcomes as these students mature. It will be particularly informative to learn about the continued social development of SEELS students as they enter middle and high school and to explore the relationship of prosocial and problem behavior to other indices of student success.

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Educational Environments for Students With Disabilities

The Individuals with Disabilities Education Act (IDEA) mandates that all students with disabilities be served in the least restrictive environment (LRE). The Act requires that "to the maximum extent appropriate, children with disabilities . . . are educated with children who are not disabled; and . . . removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (§612(a)(5)(A)). This goal has been accomplished in part by the continuum of placements available to students with disabilities. These provisions for LRE and a continuum of placements are sometimes a source of contention among parents and educators.

Students with disabilities receive services in a variety of educational settings. While some students spend the majority of the school day in regular education classrooms with their nondisabled peers, others are served in separate classrooms or facilities that serve only students with disabilities. Some advocacy organizations, such as the Association for Persons With Severe Handicaps (TASH) and Schools Are For Everyone (SAFE), advocate serving all children with disabilities in the regular classroom. Others, including the Council for Exceptional Children and the Learning Disabilities Association of America, encourage schools to provide a continuum of placements. For example, "many leaders in the field of serious emotional disturbance recommend a full continuum of services to help students who exhibit violent or aggressive behaviors" (*The Discipline Problem*, 2001).

Advocates often suggest that students with a wide range of disabilities, not just those with behavior problems, may benefit from separate classrooms or facilities. For example, some advocacy groups within the deaf community have expressed concerns about whether a fully inclusive classroom in a public school is truly the most appropriate setting for students who have hearing impairments. Their rationale is that the distinct cultural aspects of being educated in separate schools with similar students may offer more benefits than classrooms with nondisabled peers. A study of deaf students suggests that these students benefit from exposure to both types of environments (Wilson, 1997). Research also suggests that a combination of service environments may be beneficial to students with other types of disabilities. For example, Marston (1996) found greater increases in reading achievement among students who received services in both an inclusive classroom and a resource room, compared to students served exclusively in one setting or the other.

This module presents state-reported data on the educational environments in which students receive services and examines the extent to which students with disabilities are educated in settings with their nondisabled peers. The module will explore trends and factors associated with different educational placements, such as age, race or ethnicity, and disability category.

Trends in the Data

In 1999-2000, 95.9% of students with disabilities were served in regular school buildings; of those students, 47.3% were served outside of the regular classroom for less than 21% of the school day. Approximately 3% of students were served in separate facilities; 0.7% of students were served in residential facilities; and 0.5% of students were served in home or hospital settings (see Table AB2). Between 1990-91 and 1999-2000, the number of students receiving special education and related services rose 29.8%. During the same period, the percentage change within each educational environment has varied considerably. The number of students served outside of the regular classroom for less than 21% of the school day increased 87.1%, while the number of students served in public separate facilities and public residential facilities decreased 15.3% and 10.1%, respectively, suggesting a trend toward inclusive environments.

Factors Associated With Different Educational Environments

Age

While progress in serving students in less restrictive settings has continued across all age groups, elementary-aged students are more likely than older students to be served in the regular classroom, with supplementary aids and support services. During the 1999-2000 school year, 56.8% of all students ages 6 through 11 were served outside of the regular classroom for less than 21% of the school day, compared to 38.7% of students ages 12 through 17 and 32.6% of students ages 18 through 21. In some states and outlying areas, the disparity is more pronounced in other environments. For example, more than 20% of students ages 18 through 21 in Michigan, Minnesota, and Utah are served in separate public facilities. In these same states, less than 7% of students ages 6 through 11 and students ages 12 through 17 are served in such environments (see Tables AB3, AB4, and AB5).

Table III-11

Percentage of Students Ages 6 Through 21 With Disabilities by Race/Ethnicity Served in Different Educational Environments: 1999-2000

Served outside the regular class	American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
<21% of the day	47.8	46.7	35.3	41.1	52.9
21 to 60% of the day	33.6	26.5	28.4	28.5	28.0
>60% of the day	15.7	22.1	31.0	26.9	15.3
Separate school	1.8	4.1	3.8	2.5	2.8
Residential facility	0.8	0.5	1.0	0.5	0.6
Home/hospital	0.4	0.5	0.5	0.6	0.5

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Race/Ethnicity

During the 1998-99 school year, the Office of Special Education Programs (OSEP) required states and outlying areas to collect data on educational environments by race/ethnicity for the first time. From 1998-99 to 1999-2000, the percentage of students of various racial and ethnic backgrounds served within each environment remained constant. Fifty-three percent of White students, 41.1% of Hispanic students, 35.3% of Black students, 46.7% of Asian or Pacific Islander students, and 47.8% of American Indian or Alaska Native students were served outside the regular classroom less than 21% of the school day. Thirty-one percent of Black students were served outside the regular classroom for more than 60% of the school day, compared to 15.3% of White students and 26.9% of Hispanic students. Approximately 3% of American Indian or Alaska Native students were served outside of the regular school building (see Table III-11). It is possible that the differences in placement by race/ethnicity may reflect the disproportional representation of some minority groups in disability categories that are predominantly served in more restrictive settings. Future examination of race/ethnicity data in both child count and educational environments may provide more information on this trend.

Another way to examine the data on educational environments by race/ethnicity is to compare the racial/ethnic distribution of students in each educational environment to the racial/ethnic distribution of all students with disabilities. Sixty-two percent of all students with disabilities are White (non-Hispanic), 20% are Black (non-Hispanic), 14.4% are Hispanic, 1.8% are Asian or Pacific Islander, and 1.4% are American Indian or Alaska Native (see Table AB10). While this distribution is similar to the racial/ethnic distribution of students served outside the regular classroom 21 to 60% of the school day, the racial/ethnic distributions of other educational environments differ considerably.

For example, of the students served in parent-initiated private school placements, 81.6% were White, 9.8% were Black, 5.9% were Hispanic, 2.3% were Asian or Pacific Islander, and 0.3% were American Indian or Alaska Native. Forty-six percent of the students served in correctional facilities were Black, 35.4% were White, 15.4% were Hispanic, 1.6% were American Indian or Alaska Native, and 1.2% were Asian or Pacific Islander (see Table AB10).

Disability Category

The number of students placed in particular educational environments continues to vary by disability category. Students with low-incidence disabilities are less likely to spend the majority of their school day in the regular classroom, while the majority of students with learning disabilities and speech language impairments are served in the regular classroom. In 1999-2000, 87.5% of students with speech or language impairments, 45.3% of students with specific learning disabilities, 25.8% of students with emotional disturbance, 14.1% of students with mental retardation, and 11.2% of students with multiple disabilities were served outside the regular classroom less than 21% of the school day (see Table AB2).

The percentage of students with a specific disability within each placement category can also be compared to their representation in the total population of students with disabilities. For example, although students with emotional disturbance represented 8.2% of all students with disabilities in 1999-2000, they represented 4.5% of students placed in the regular classroom and 32.9% of the students placed in public separate facilities (see Table III-12). In contrast, the proportion of students with other health impairments in the total population of students with disabilities is reflected more consistently across the educational environments.

Table III-12
Percentage of Students Ages 6 Through 21 With Disabilities Served in Different Educational Environments: 1999-2000

	1999-2000 school year				
		Served outside the regular class			
Disabilities	All students with disabilities	<21% of the day	21-60% of the day	>60% of the day	Public separate facility
Specific learning disabilities	50.4	48.3	67.4	39.2	9.9
Speech or language impairments	19.2	35.5	4.6	5.0	2.5
Mental retardation	10.8	3.2	11.3	26.9	23.3
Emotional disturbance	8.2	4.5	6.8	13.3	32.9
Multiple disabilities	2.1	0.5	1.4	4.5	16.8
Hearing impairments	1.3	1.1	0.9	1.5	3.6
Orthopedic impairment	1.3	1.2	1.0	1.7	2.3
Other health impairments	4.5	4.2	5.2	3.8	2.1
Visual impairments	0.5	0.5	0.3	0.4	1.1
Autism	1.2	0.5	0.6	2.9	4.9
Deaf-blindness	0.02	0.01	0.01	0.05	0.2
Traumatic brain injury	0.2	0.2	0.2	0.4	0.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

Overall, students with disabilities continue to be served in less restrictive environments, although variation in placement by age, race/ethnicity, and disability continues to occur. Elementary students are more likely to be served in the regular classroom than are secondary students. Students served in separate public facilities are most likely to be those with emotional disturbance, mental retardation, or multiple disabilities.

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Study of State and Local Implementation and Impact of the Individuals With Disabilities Education Act: A View From the Field of District Implementation

Introduction

In 1997, Congress made significant changes to the Individuals with Disabilities Education Act (IDEA), the landmark law that ensured educational equity for children with disabilities. With access to public schools already guaranteed for 6.4 million children with disabilities, the 1997 reauthorization of IDEA set educators' and policymakers' sights on setting higher expectations and improving achievement for these students, as well as on ensuring positive transitions to work or postsecondary education after graduation.

As part of the reauthorization, Congress instructed the Office of Special Education Programs (OSEP) to conduct a national assessment to "examine how well schools, local education agencies, states and other recipients of assistance" were meeting the requirements of the law. OSEP responded by designing two sets of studies: child-outcome longitudinal studies and topic-specific studies. One of the topic-specific studies is a longitudinal policy study, known as the Study of State and Local Implementation and Impact of IDEA (SLIIDEA).

The SLIIDEA study is collecting data over a 5-year period by means of mail surveys at the state, district, and school levels and through focus studies of the implementation of IDEA in selected school districts. The study is designed to combine the strengths of qualitative and quantitative data and to ensure that the data can be generalized to other schools and districts across the country.

This module describes the results of Focus Study I, a qualitative study of district implementation of IDEA with a particular focus on how districts are addressing behavioral issues of children. We present the design and analytic framework for the focus study as well as a summary of focus study findings. The summary of findings is followed by a discussion of demographic and contextual factors affecting implementation.

The Analytic Design of Focus Study I

SLIIDEA's charge is to understand both the implementation and impact of policy changes made in the IDEA Amendments of 1997 at the state, district, and school levels. Implementation research has become especially important in the context of impact evaluation. Program evaluators quickly realized that they could not understand how or why certain results occurred without first understanding how the programs had been implemented. This realization led, in the 1980s and 1990s, to more common coordination between implementation and impact studies over the last 2 decades. SLIIDEA is gathering descriptive data and is using these data to describe and interpret variations in how states and localities have used policies, resources, and practices to achieve the legislative goals.

The Evaluation Questions

The SLIIDEA focus studies were specifically designed to address two goals: (a) to describe IDEA policy implementation over time, and in particular, examine how states, districts, and schools reached the current state of practice with the use of policies and resources (longitudinal component) and (b) to expand and provide in-depth information about one of the congressional issues (topical component). In combination with the state, district, and school surveys, the longitudinal component of the focus studies will address a series of congressionally mandated evaluation questions, looking at how well schools, local education agencies, and states are making progress toward:

- Improving the performance of children with disabilities in general scholastic activities and assessments as compared to nondisabled children;
- Providing for the participation of children with disabilities in the general curriculum;
- Helping children with disabilities make effective transitions from early intervention to preschool, preschool to school, and school to adult life;
- Placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;
- Preventing children with disabilities, especially those with emotional disturbance or specific learning disabilities, from dropping out of school;
- Addressing behavioral problems of children with disabilities as compared to nondisabled children;

- Coordinating services provided under IDEA with other educational and pupil services, including preschool and health and social services funded from other sources;

- Providing for the participation of parents in the education of their children with disabilities; and

- Resolving disagreements between education personnel and parents through activities such as mediation.

To study implementation for each of the congressional issues, as well as the expanded topical issue, OSEP developed a set of implementation questions. Two sources of data contribute to answering the questions—surveys and focus studies. These evaluation questions on implementation and impact include:

- How do states, districts, and schools use policies, practices, and resources to serve children and youth with disabilities? What factors influence the use of these policies, practices, and resources? To what extent are states, districts, and schools making progress toward achieving academic outcomes?

- What is the relationship between state policy and practice and district and school policy and practice? Do state policies affect district and school practices, policies, and resources or the process of local change, and if so, how?

- What are the critical and emerging issues in states, districts, and schools?

Design and Data Collection

In Focus Study I, three criteria directed the selection of focus study sites. First, districts were nested in states to understand the relationships between states' policies and resources and local policies and practices. Five states were selected to represent geographic region and diversity of school populations. Up to four districts for each of the five states were recruited into the study. Second, the sampling frame consisted of districts from the full survey sample, excluding districts that had formally declined to participate. And last, the sample was also selected to represent districts that had made little progress toward implementing the 1997 Amendments of IDEA as well as those that had made considerable progress. By studying a range of districts, information about barriers and facilitators to implementation could be examined.

Data were collected via interviews and focus groups with district and school administrators, regular and special education teachers, and parents of students with and without disabilities. Following each round of site visits, data collectors wrote case study reports, authored jointly and checked for accuracy. All case study reports were imported and indexed using QSR NUD*IST 5.0, a software package designed to facilitate the organization and management of qualitative data.

Analysis Framework

Preliminary coding schemes were developed for each of the nine congressional questions, designed to focus analysis specifically on the key elements of implementation—the policies, practices, and resources used by districts to implement IDEA. "Policies" were defined as legislation, rules and procedures; "practices" as the activities carried out to implement the policy or an activity already implemented by the state or locality; and "resources" as the staff, materials, and training used to implement policies and practices. The coding schemes also took into account the *comprehensiveness* of implementation, analyzing whether policies, resources and practices were in place, and the *consistency* of implementation, analyzing whether the various stakeholders shared similar perspectives on understanding the use of the policies, resources, and practices in use by the state or locality.

In the process of analyzing the site visit data, districts were classified into three categories of implementation. The features of the three categories of implementation follow.

- **Category I**: These districts showed minimal or no evidence of use of implementation tools, inconsistencies between stated policies and actions taken, limited or minimal understanding of policy tools among stakeholder groups, stakeholder frustration or dissatisfaction.
- **Category II**: These districts showed evidence of use of a wider range of implementation tools, inconsistencies between stated policies and activities, inconsistencies across stakeholders on the necessary knowledge base and skills required for implementation, stakeholder frustration or dissatisfaction.
- **Category III**: These districts showed evidence of use of a comprehensive range of implementation tools, consistent relationship between stated policies and activities, consistency across stakeholders on the necessary knowledge base and skills required for implementation, stakeholder satisfaction.

Analysts worked in pairs to score each site on the nine congressional issues as Category I, Category II, or Category III, as well as to provide brief justification for scores. Any discrepancies were resolved via consensus. After scoring, districts *within* each category of implementation were compared with respect to contextual and demographic characteristics to determine if any common features might explain observed patterns within an implementation category.

The Limitations

Focus Study I was not designed to collect outcome data on the specific indicators for each congressional question. Rather, the surveys were designed to collect and report on school outcomes.[1] Also, Focus Study I was not designed to collect data on indicators of quality for each of the issues addressed by the congressional questions. The research literature is too fragmented to define such indicators, and guiding principles have not been developed to define model programs, such as with school reform models. Thus, the analysis falls short of establishing a normative standard against which to judge how well districts are performing, beyond characterizing the extent of district implementation.

And last, these three categories of implementation are anticipated to shift over time. As districts continue to address the legislative changes, fewer or more categories may emerge for each of the issues addressed by the congressional questions.

Focus Study I Results

This section describes the results of Focus Study I. It begins with the Focus Study I topical issue, addressing student behavior, and continues by describing results related to six congressional questions.[2]

Addressing Student Behavior

The 1997 reauthorization of IDEA broadened the authority of school personnel to remove a child with a disability from school for a serious disciplinary violation. Importantly, the 1997 reauthorization moved beyond a narrow focus on discipline by (a) requiring that after certain disciplinary action is taken, if the local education agency (LEA) did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the disciplinary action, the LEA must convene an individualized education program (IEP) meeting to develop an assessment plan to address the behavior, or if the child already has a behavioral intervention plan, the IEP team must review the plan and modify it as necessary and (b) describing how to determine whether the behavior was a manifestation of the child's disability. If a child with a disability has behavior problems that interfere with his or her learning or the learning of others, the IEP team must consider whether strategies, including positive behavioral interventions and functional behavioral assessments, are needed to address the behavior.

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[1] In traditional impact studies, child and family outcomes are measured. SLIIDEA collects only data on organizational process and outcomes. Thus, SLIIDEA reports on the process of policy implementation of states, districts, and schools. We can describe these standards of practices and profile the variation observed.

[2] Insufficient data, particularly with respect to consistency across stakeholder perspectives, prevented categorization of districts on the three congressional issues of early childhood transition, secondary transition, and drop-out prevention, and these three issues are not described here.

Types and Ranges of Implementation Tools Observed

In analyzing the implementation data for all 17 districts, analysts identified the policies, practices, and resources each district used to address behavioral issues of students with and without disabilities. These implementation tools are described below.

Policies

Both formal and informal policies were available for addressing proactive and reactive approaches to behavioral issues of children. In general, these types of policies focused on the use of positive behavioral supports (PBS)[3] and discipline for all students, as well as the use of behavioral IEP goals for students with disabilities. Most often, when districts wrote *proactive* policies for addressing behavioral issues, the districts had established behavioral expectations for the children in the system with the intent of also teaching them the expected behaviors. Proactive policies included the use of character education programs,[4] use of behavioral assessments, and development of behavioral IEP goals. By setting proactive policies on behavior, the districts had established how they expected children to conduct themselves with the goal of preventing behavior problems. Most often, when districts developed *reactive* approaches to behavior, the policies focused on responses to behavioral issues and inappropriate behaviors exhibited by children. In particular, districts established consequences for inappropriate behaviors. Reactive policies included codes of conduct and suspension and expulsion procedures.

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[3] In our visits with school districts, we found that the districts and schools used varying principles of Positive Behavioral Interventions and Supports (PBIS), but did not embody the specific model articulated by the OSEP Technical Assistance Center on PBIS. In our report, we use the descriptions used by district and school personnel when describing their behavioral programs, and when available, we describe the principles associated with the behavioral program. Thus, our use of the term, positive behavioral supports (PBS) may be considered imprecise by readers familiar with the PBIS Center.

[4] Character education programs are designed to help students grow as moral beings and to equip them with the internal resources to act effectively on that desire. Educators need to help them develop a deep regard for themselves and for others, an abiding commitment to the core values of justice and caring, and the resolve to live by and speak up for what they believe while also hearing, understanding, and accommodating the beliefs of others (Schaps, Schaeffer, & McDonnell, 2001).

Practices

Districts reported district-wide, school-wide, and classroom-wide practices that were usually, but not always, consistent with existing policies. As with policies, the practices included both proactive and reactive approaches to addressing behavioral issues. More specifically, districts reported on the use of positive behavioral strategies, the incorporation of behavioral goals in the child's IEP, and use of functional assessments. These proactive practices included a variety of behavior management strategies for supporting desirable behaviors, including teaching appropriate behaviors, teaching replacement strategies for children who consistently display inappropriate behaviors, using consequences for inappropriate behaviors, and supporting collaborative planning for teachers. Typical examples included character development programs such as "Make My Day" and "Caught Being Good" targeting specific age groups, rewards for appropriate behavior, anger management classes for select students, and the use of a functional behavioral assessment to identify the source of students' problem behaviors. In addition, districts also reacted to behavioral issues and put in place reactive procedures and practices, such as the use of specific intervention for a crisis and use of in-school and out-of school suspensions and Saturday detentions.

Resources

Resources primarily included training opportunities for school personnel and the hiring of skilled staff, often with specialized training in behavior management. Other resources included written materials offering guidance and opportunities for teachers to collaborate with one another.

Distribution of Sites Across Implementation Categories

With regard to the Focus Study I topical issue of addressing student behavior, analysts categorized the 17 districts into three implementation categories described above. Based upon the comprehensiveness of the district's use of the implementation tools and consistency of perspectives across the stakeholders, three districts were categorized as Category I, 11 were categorized as Category II, and three were categorized as Category III.

The Category I districts generally took a reactive approach to behavioral management that relied on discipline rather than positive behavioral supports. The response to discipline infractions was toward an individual student and not a plan for the system. These districts did not use or they misunderstood such proactive behavioral measures as PBS and functional behavioral assessments, and few resources were available to support staff development.

Category II districts used a wider range of practices to manage and prevent behavior problems. This range included some schools implementing school behavioral programs, characterized as "character education" programs, as well as districts establishing discipline policies. Individual teachers reported frequently using behavioral management systems as a strategy for classroom management. Some staff development was available to support proactive behavioral measures, yet few staff specialists were consistently available for school staff to access.

Category III districts had a comprehensive range of policies and practices to prevent and manage behavior problems, including codes of conduct and safety plans, handbooks on discipline, and guidelines for conducting functional behavioral assessments. Character development programs also were in evidence. Multiple staff development opportunities and resources, including behavioral experts, were available.

Parent Participation

The changes to IDEA reflect a strengthening of the longstanding Federal commitment to parent involvement in the education of their child with a disability. With the 1997 amendments, Congress has attempted to move this involvement further toward parents and school working together to meet the needs of the child. Changes in the law represent an effort to ensure that school officials consider parents as decision-making partners in providing special education and related services to their child. Congress also has required that parents be more responsive to the public agencies by notifying the agencies about their concerns and intentions.

Types and Ranges of Implementation Tools Observed

Analysts reviewed the policies, practices, resources, and evaluation tools used by districts to encourage parents' participation in their children's education. Across all 17 districts, we observed the following:

Policies

Districts reported a range of both formal and informal policies, some that mirrored the procedures spelled out in IDEA and some that went beyond the requirements by offering more explicit guidance on how to encourage parent participation. For example, a district that regularly notified parents of their children's educational progress or of matters related to the scheduling of their IEP conferences was procedurally complying with the law. But a district that required teachers to monitor and record parent contact with phone logs showed how districts can engage parents more aggressively in educational decision making.

Practices

A wide range of practices were available across districts, some targeting all parents and some specifically targeting the parents of children with disabilities. Practices targeting all parents included parent/school communication (such as phone calls, report cards, parent/teacher conferences and "Friday Folders"), volunteer opportunities (such as fundraising or volunteering in the classroom), school functions (such as back-to-school nights and holiday parties), workshops, and opportunities to contribute to school and district-wide decision making. Practices targeting parents of students with disabilities included parent/school communication, involvement in the IEP process, workshops, support networks (including Special Education Parent Advisory Councils and parents of students with disabilities who have received training on how to help other parents understand their rights in IEP meetings), and the opportunity to participate in parent advisory committees.

Resources

Resources available across districts included workshops targeting either parents or educational personnel, printed materials such as handbooks and pamphlets, and funds to support accommodations such as transportation to parent/teacher conferences or scheduling of alternate meeting times to fit parent work or childcare needs. Evaluation tools included surveys of parent satisfaction and tools to monitor parent/school contact.

Distribution of Sites Across Implementation Categories

On the basis of the data collected through the focus study, we can describe three categories of district implementation of the legislative requirements for parent participation. Six districts were categorized as Category I, six districts were categorized as Category II, and five districts were categorized as Category III.

Most Category I districts had no formal policies to encourage parent participation, either for parents with or without children with disabilities. Nevertheless, teachers reported regular communications with parents on their children's educational progress through report cards or regular notes home. Few opportunities were available for higher level participation, including workshops or district-level decision making. Resources to support parental participation were minimal.

Most Category II districts had informal goals to increase parent participation, and some did not distinguish between parents of children with or without disabilities. The districts often had interactive communications with parents that invited feedback on student progress. The role of parents in the IEP process ranged from superficial to very involved. Workshops and printed material offering guidance to parents of children with disabilities were widely used.

Category III districts were the most aggressive in engaging parents in their children's education. Parents of students with and without disabilities participated in educational workshops and in shared decision-making bodies at the school or district level. Parents of students with disabilities often participated in support and advocacy groups.

Curricular Access and Placement in the Least Restrictive Environment

P.L. 94-142 required students with disabilities to be educated with their nondisabled peers to the maximum extent appropriate and prohibited the removal of students with disabilities from regular education environments except when the nature or severity of the disability was such that education in the regular classes could not be achieved satisfactorily. With the reauthorization of IDEA in 1997, the law maintained its commitment to educating students with disabilities in the least restrictive environment, particularly for minority students.

In addition, however, the law now required that students with disabilities be provided access to the general education curriculum, with a particular emphasis on supplementary aids and services. In the regulations finalized by the U.S. Department of Education in 1998 at 34 CFR 300.347(a)(1)(i), the general education curriculum is defined as "the same curriculum as for nondisabled children" (p. 98). Thus, students with disabilities continued to be educated alongside their nondisabled peers when appropriate, but they were also taught the same material and held to the same standards as their nondisabled peers, whether or not they were being educated in the same setting.

Types and Ranges of Implementation Tools Observed

Among the 17 districts, a variety of policies, practices, and resources were identified to support access to the general education curriculum by students with disabilities. Respondents did not distinguish between least restrictive environment and curricular access, and thus the findings combine the two congressional interests.

Policies

The policy elements described by districts were: (a) a commitment to providing students with disabilities access to the general education curriculum, most often defined as teaching the general education content and using the same materials; (b) having the IEP team determine the modifications needed to make curricular access possible for individual students; (c) having the same expectations for academic achievement for students with and without disabilities; and (d) using the state content standards as the general curriculum.

Practices

Districts described a range of practices reflecting their efforts to provide students with disabilities access to the general curriculum and placement in the least restrictive environment. Practices included the following: providing a range of placement options, teaching students with and without disabilities the same content and using the same materials, providing instructional modifications as needed, encouraging and supporting collaboration among teachers in general education and special education, and improving the abilities of all teachers to address the individual needs of students.

Resources

The resources used most frequently were professional development activities for administrators and teachers and additional support staff such as instructional aides. SEAs and districts provided the professional development activities, which were attended by both general and special education staff. Topics relative to curricular access and LRE included co-teaching, differentiated instruction, and teaching heterogeneous groups.

Distribution of Sites Across Implementation Categories

On the basis of the data collected through the focus study, we defined three categories of district implementation of the legislative requirements for access to the general education curriculum and LRE. Among the 17 districts, three were categorized as Category I, nine as Category II, and five as Category III.

Category I districts offered either (1) a continuum of services, but with placement options that were generally restrictive, or (2) full inclusion with a restrictive range of placements. Policies on access to the general education curriculum were generally not clear or did not offer individualized means for students with disabilities to gain curricular access. Usually students with disabilities were not expected to meet the same academic standards as students without disabilities.

Category II districts offered a continuum of least restrictive environment (LRE) placements for students with disabilities. These students usually were taught the same content as students without disabilities and were provided with instructional modifications if necessary. Professional development was available for special education and general education staff. Few policies or range of resources were made available to schools.

Category III districts provided a continuum of LRE placement options for students, with IEP teams determining the best placement. The districts taught the same content to students with and without disabilities and provided instructional supports and modifications as determined by the IEP team. Expectations were the same for all students. Teachers had assistance from support staff, including school psychologists and instructional aides.

Including Children With Disabilities in Accountability Systems

The IDEA Amendments of 1997 require states to establish goals for the academic performance of children with disabilities and develop indicators to judge children's progress. The goals and indicators must be consistent, to the maximum extent appropriate, with the goals and standards for all children in the state. In addition, every 2 years the state must report to the Department of Education and to the public on progress toward meeting the established goals.

The amendments also address, for the first time, the inclusion of children with disabilities in state, local, and school accountability measures. Students with disabilities are to be included in general state and district-wide assessment programs with necessary accommodations, although some students with significant disabilities may participate in alternate assessments. Parents of students with disabilities must receive school reports on their child's progress at the same rate as their nondisabled peers. Finally, the IEP team must consider assessment results when developing each child's IEP, and states, districts, and schools must report on the participation and scholastic performance of students with disabilities on state and district-wide assessments.

Types and Ranges of Implementation Tools Observed

The following implementation tools were identified based on a review of the descriptions of implementation from all 17 districts.

Policies

The core policy elements regarding participation of students with disabilities in assessments were, first and most important, that students with disabilities were expected to participate in the same assessments as students without disabilities. Additional policy elements supported providing assessment accommodations and alternate assessments as needed and reporting achievement scores of students with disabilities in disaggregated form even if they were also reported in aggregated form. While most districts did not describe formal policies concerning assessments, the described practices revealed implicit policies.

Practices

Specific practices paralleled the policy elements and included full participation of students with disabilities in assessments, provision of accommodations, provision of alternate assessments and disaggregated reporting of scores.

Resources

Resources, when described, most often consisted of training activities and availability of support staff.

Distribution of Sites Across Implementation Categories

On the basis of the data collected through the focus study, we could define three categories of district implementation of the legislative requirements for inclusion of students with disabilities in accountability measures. Among the 17 districts, six were categorized as Category I, eight as Category II, and three as Category III.

All Category I districts provided a range of assessment accommodations to students with disabilities such as setting, timing/scheduling, presentation, and response accommodations. The districts, however, did not use alternate assessments for students with more severe disabilities. Reported scores were not disaggregated for students with disabilities.

Category II districts required students with disabilities to participate in assessments. Students were supported by accommodations and alternate assessments; staff was supported by professional development and by assistants with expertise.

Category III districts ensured that all students were included in state and district assessments. The students received a full range of accommodations as determined by the IEP team. Alternate assessments were available for those students with severe disabilities.

Factors Affecting the Progress of District Implementation

Certain themes were apparent among districts within each implementation category. In general, similarities were most apparent on socio-economic and demographic factors for Category I and III districts. These districts also appeared to be influenced by state and historical influences. Fewer similarities were apparent in contextual factors among Category II districts. Examples of the demographic and contextual factors contributing to the progress of the Category I and III districts are presented below.

Category I Districts

Minority Students and Poverty

Two of the demographic similarities evident in the Category I districts were minority status and poverty. In the districts that most often were classified Category I across the issues studied, medium to high percentages of students were minorities. Similarly, medium to high percentages of students also received free and reduced-price lunches.

Serving high percentages of students who are minorities and living in poverty places demands on districts (National Research Council, 2002). As noted below, just as Category III districts were able to focus on instructional goals without the distractions of coping with students who had outside pressures, Category I districts had less time to focus on instructional goals. Students living in poverty often come to school with more educational, social, and emotional needs. They may present more challenges to districts because they often come from homes where one or both parents are not present, or they may be distracted from learning because they come to school hungry. Also, reaching out to parents of these students presents additional challenges to districts because the parents are working two or more jobs, or possibly had endured unsatisfactory schooling experiences.

State Support

Category I district administrators reported general dissatisfaction with state support across all the issues we studied. In the area of access, all the Category I districts indicated dissatisfaction with state support; four of the six districts indicated dissatisfaction on state support for parent participation issues; and two of three districts indicated dissatisfaction with support with behavior issues. It was apparent that these districts were waiting for direction from the state, and their schools were waiting for direction from them.

Category III Districts

Poverty

All the districts classified as Category III on behavior, parent participation, access to the general education curriculum, and accountability had few students living in poverty.

It is likely that students from higher income families in these districts had fewer social challenges than students living in poverty, and therefore they may present fewer significant behavior problems to schools. Therefore, the Category III districts, which were consistent about preventing behavioral issues, may have been the ones that had the most time to concentrate on providing these services because they were least challenged on a day-to-day basis.

Wealthier Category III districts may also have had better access to resources that allowed them to be more consistent about applying policy tools that benefited students with disabilities. Their property tax base was higher, so these districts could afford to offer better salaries and professional development activities for teachers and staff. Better trained staff had access to newer methods and more time to keep up with research. As a consequence, there was more evidence in these districts of all the things that allow them to offer a coherent approach to policy implementation.

In addition, parent participation in Category III districts could have been influenced by parents' income levels. Parents from higher income brackets, for example, typically have had better lifelong experiences with schools and therefore are more motivated and better equipped to play a role in their children's education. The converse is that low-income parents are typically more intimidated by schools—sometimes because they do not receive the same attention and respect from school officials as higher income parents.

Size

All of the districts classified as Category III on the issues of access, parent participation, accountability, and behavior were small, each with fewer than 10,000 students. It is possible that these districts were more consistently using implementation tools benefiting students with disabilities because their attention was less fragmented. Perhaps these districts could attend more effectively to use of a comprehensive set of implementation tools because they were less overwhelmed than districts serving large numbers of students.

The data also suggest that their small size gave these districts the ability to individualize services. With time to familiarize themselves with student needs, district educators might have had more incentive to use the full range of implementation tools available to them.

Suburban

Although all but two of the districts in the study sample were classified suburban rather than urban, it might nevertheless be noteworthy that in virtually every issue area, all the Category III schools were suburban. The only exception was an urban district that was classified as Category III on parent participation.

Role of the State

In each of the areas of interest, most of the Category III districts were in the Northeast. Specifically, every district classified as Category III in assessment, access, and behavior was in the Northeast as were four of the five districts in parent participation.

The pattern could suggest that states with historic commitments to implementation efforts for educating students with disabilities have had an important influence on the comprehensiveness of district policies, practices, and resources.

The first of these two states passed legislation concerning the education of students with disabilities in 1972; their law served as a model for the Federal Education for the Handicapped Act (EHA) passed in 1975. Since the 1970s, then, this state has required districts to educate students with disabilities in the least restrictive environment, which was often a general education classroom. In 1993, the state's comprehensive education reform act went further and emphasized that special education must be consistent with curriculum frameworks and that children with disabilities would continue to be integrated into the general education curriculum.

The second of these two states does not have a long history of special education reform, but its longtime commitment to high-stakes statewide testing seems to have had an impact on more recent state education reforms on access issues. The state has administered statewide tests for over 100 years, and since 1977, students have been required to take the statewide tests as a condition for high school graduation. So, the state has had a culture that accepts high-stakes testing as an expected and serious part of the school experience.

Summary

In sum, Category I districts were most likely to show similarities in race and poverty. These districts often had medium to high percentages of minority students and medium to high percentages of students living in poverty. Serving high percentages of students who are minorities and living in poverty places demands on districts, making it more difficult for them to focus on instructional issues.

Also, these districts registered less satisfaction than Category III districts with the state's leadership and support on issues relating to serving students with disabilities. It is likely that the districts' own weaknesses made them more dependent on state support than Category III districts, which were able to rely on their own internal resources and therefore were less dependent on state guidance.

Category III districts were more likely to have fewer students living in poverty, be smaller in size, and be suburban. Most also were located in the Northeast, where there have been historic commitments to educating students with disabilities. The pattern could suggest that states with historic commitments to implementation efforts for educating students with disabilities have had an important influence on the comprehensiveness of district policies, practices, and resources.

The patterns observed in Category I and III district suggest intriguing possibilities for further research into the importance of demographic issues and the roles of states in determining the use and nature of districts' policies, practices, and resources relating to students with disabilities.

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IV. RESULTS

High School Graduation Among Students With Disabilities

Results Experienced by Children and Families 1 Year After Beginning Early Intervention

State Improvement and Monitoring

High School Graduation Among Students With Disabilities

The percentage of students with disabilities exiting school with a regular high school diploma and the percentage who drop out are performance indicators that the Office of Special Education Programs (OSEP) uses to measure progress in improving results for students with disabilities. This module reports graduation and dropout rates for students with disabilities age 14 and older during the 1999-2000 school year and examines changes in these rates since 1995-96. The module also discusses graduation and dropout rates by disability category and by race/ethnicity.

Graduation and Dropout Rates for Students With Disabilities

According to the National Center for Education Statistics (NCES), there are many different ways to calculate graduation and dropout rates (NCES, 2000). The appropriate method largely depends on the data available and the questions to be addressed. For the purpose of establishing performance indicators under the Government Performance and Results Act (GPRA), OSEP calculates the graduation rate by dividing the number of students age 14 and older who graduated with a standard diploma by the total number of students in the same age group who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out). The dropout rate is calculated in the same manner but with the number of dropouts in the numerator.

Most states use several types of diplomas or certificates to document that a student has completed high school. Although a standard diploma is considered the most desirable outcome for all students, including those with disabilities, the definition of a standard diploma and the criteria for earning it vary by state. In general, there are four categories of diploma options. The first is a standard diploma or better with a single set of criteria for all students. Under this option, a standard diploma or a more rigorous alternative, such as an honors diploma, is available to all students. All students must meet the same criteria in order to receive a diploma, including adequate performance on any tests required for graduation (Thurlow & Thompson, 1999).

The second option also involves a standard diploma or better, but includes multiple criteria for earning it. This alternative allows some students to earn the diploma by meeting different criteria, such as completing their IEP goals. A third option is a certificate of attendance, completion, or achievement, which is available to all students. Certificate requirements can vary considerably from state to state, and students with IEPs may or may not be allowed to meet the criteria in different ways. The fourth alternative is a special education diploma or certificate that is available only to students with IEPs. This type of diploma is usually added to other diploma options for students without disabilities. All four diploma options vary in rigor and have specific benefits and drawbacks for students with IEPs (Thurlow & Thompson, 1999).

In 1999-2000, the standard diploma graduation rate for students with disabilities age 14 and older was 56.2%. As shown in Figure IV-1, although the graduation rate was down slightly from the previous year, on the whole it has steadily improved since 1995-96.[1] During this period, the graduation rate rose from 52.6% to 56.2%. During the same period, the dropout rate declined from 34.1% to 29.4%. Figure IV-2 shows the change in the dropout rate.

Graduation and Dropout Rates by Disability

In 1999-2000, the graduation rate varied considerably by disability category. Graduation rates ranged from a low of 39.5% for students with mental retardation to a high of 73.4% for students with visual impairments. Seven of the 12 disability categories had graduation rates above 60% (visual impairments, hearing impairments, other health impairments, speech/language impairments, traumatic brain injury, orthopedic impairments, and specific learning disabilities). The remaining disability categories (deaf-blindness, multiple disabilities, autism, emotional disturbance, and mental retardation) had graduation rates below that for all students with disabilities. Table IV-1 presents the graduation rates for each of the 12 disability categories (see Table AD2).

Table IV-1 also shows that the dropout rate varied by disability category. Only one disability category, emotional disturbance, had a dropout rate (51.4%) above the rate for all students with disabilities. The rate for all students is largely dependent on the number of students with learning disabilities, since they account for more than half of the total number of students served under IDEA. Four disability categories had dropout rates below 15%: deaf-blindness, autism, visual impairments, and hearing impairments (see Table AD2).

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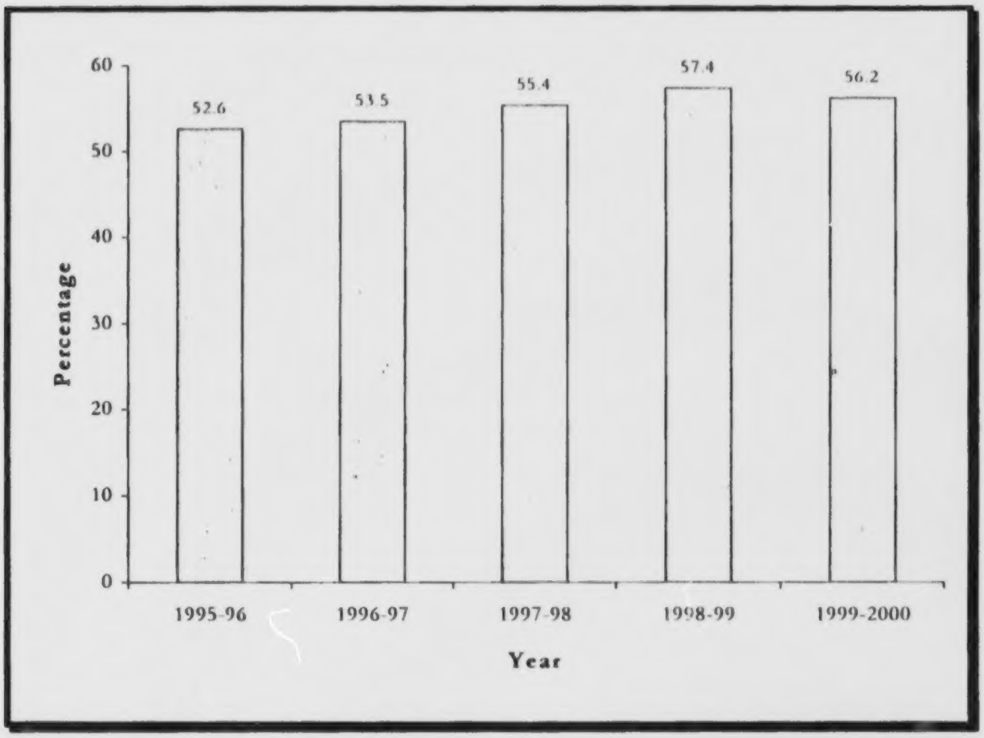
[1] The decline in the graduation rate for 1999-2000 is the result of a slightly inflated graduation rate for 1998-99. During that year, a number of states appear to have underreported the number of dropouts and certificates received. This in turn reduced the size of the denominator and increased the graduation rate.

Figure IV-1
Percentage of Students Age 14 and Older Graduating With a Standard Diploma, 1995-96 to 1999-2000

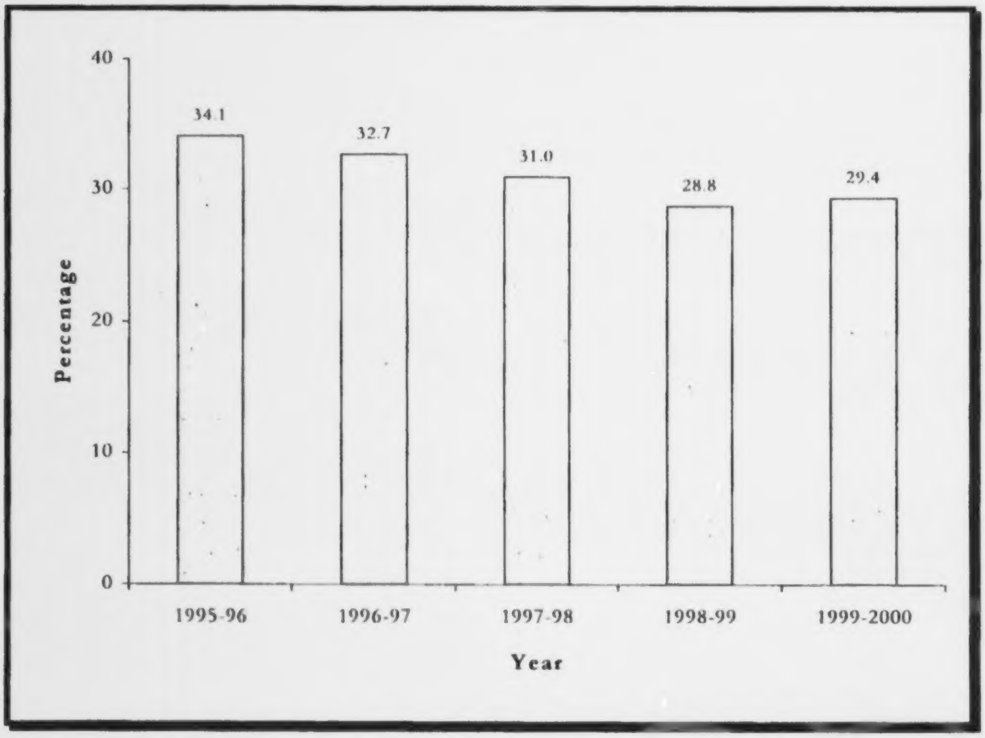


Note: Graduation rates were calculated by dividing the number of students 14 and older who graduated with a standard diploma by the number of students 14 and older who graduated with a standard diploma, received a certificate, reached the maximum age for services, died, or dropped out.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

During the period 1995-96 to 1999-2000, the rate of change in the graduation rate was different across disability categories. As shown in Table IV-2, some categories experienced noticeable improvement in the graduation rate, but for other categories the rate remained stable. The rate of improvement in the graduation rate was highest for students with multiple disabilities, speech or language impairments, emotional disturbance, autism, and deaf-blindness. With the exception of speech or language impairments, these are all disability categories mentioned above as having graduation rates below the average for all disability categories combined. Students with hearing impairments, orthopedic impairments, mental retardation, visual impairments, or

Figure IV-2
Percentage of Students Age 14 and Older Dropping Out, 1995-96 to 1999-2000



Note: Dropout rates were calculated by dividing the number of students 14 and older who dropped out by the number of students 14 and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

traumatic brain injury experienced almost no change in the graduation rate. With the exception of mental retardation, these are all disability categories described above as having graduation rates above the rate for disabled students as a whole.

With two exceptions, since 1995-96 all disability categories experienced an improvement in dropout rate. One notable exception is deaf-blindness which, as shown in Table IV-2, had a dramatic increase in the dropout rate between 1995-96 and 1999-2000. Deaf-blindness is one of the smallest disability categories, and the dropout rate for this category varies widely from one year to the next. In 1995-96 and 1997-98, the dropout rate for students with deaf-blindness was notably lower

Table IV-1

Number and Percentage of Students Age 14 and Older With Disabilities Graduating With a Standard Diploma or Dropping Out, 1999-2000

Disability category	Graduated with a standard diploma		Dropped out	
	Number	Percentage	Number	Percentage
Specific learning disabilities	109,012	62.1	48,490	27.6
Speech or language impairments	4,802	66.1	1,787	24.6
Mental retardation	16,425	39.5	10,812	26.0
Emotional disturbance	14,842	40.1	19,032	51.4
Multiple disabilities	2,676	48.0	896	16.1
Hearing impairments	2,862	68.4	620	14.8
Orthopedic impairments	2,055	62.5	506	15.4
Other health impairments	7,325	67.7	2,423	22.4
Visual impairments	1,157	73.4	187	11.9
Autism	578	47.3	135	11.1
Deaf-blindness	47	48.5	10	10.3
Traumatic brain injury	799	65.3	221	18.1
All disabilities	162,580	56.2	85,119	29.4

Notes: The percentages in this table were calculated by dividing the number of students age 14 and older who graduated with a standard diploma by the number of students age 14 and older who are known to have left special education (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out).

Washington State data based on previous year's data.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

than in other years. The reason for this difference is unclear. The disability categories that experienced the most improvement in the dropout rate were speech or language impairments, specific learning disabilities, orthopedic impairments, hearing impairments, and emotional disturbance.

Table IV-2

Change in the Percentage of Students Age 14 and Older With Disabilities Graduating With a Standard Diploma or Dropping Out, 1995-96 and 1999-2000

	Graduated with a standard diploma			Dropped out		
Disability category	1995-96	1999-2000	Percent change	1995-96	1999-2000	Percent change
Specific learning disabilities	58.6	62.1	6.0	32.4	27.6	-14.8
Speech or language impairments	58.2	66.1	13.6	31.5	24.6	-21.9
Mental retardation	39.7	39.5	-0.5	27.7	26.0	-6.1
Emotional disturbance	35.7	40.1	12.3	57.1	51.4	-10.0
Multiple disabilities	40.6	48.0	18.2	16.4	16.1	-1.8
Hearing impairments	68.2	68.4	0.3	16.7	14.8	-11.4
Orthopedic impairments	62.2	62.5	0.5	17.5	15.4	-12.0
Other health impairments	64.0	67.7	5.8	23.8	22.4	-5.9
Visual impairments	72.6	73.4	1.1	13.2	11.9	-9.8
Autism	42.2	47.3	12.1	11.8	11.1	-5.9
Deaf-blindness	43.6	48.5	11.2	3.8	10.3	171.1
Traumatic brain injury	64.0	65.3	2.0	17.9	18.1	1.1
All disabilities	52.6	56.2	6.8	34.1	29.4	-13.8

Notes: The percentages in this table were calculated by dividing the number of students age 14 and older who graduated with a standard diploma by the number of students age 14 and older who are known to have left special education (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out).

Percent change was calculated by dividing the difference between the 1999-2000 percentage and the 1995-96 percentage by the 1995-96 percentage.

Washington State data based on previous year's data.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Graduation and Dropout Rates by Race/Ethnicity

The race/ethnicity of students exiting school was first collected for the 1998-99 school year. This section uses these data to describe the graduation and dropout rates

Table IV-3

Number and Percentage of Students Age 14 and Older With Disabilities Graduating With a Standard Diploma or Dropping Out, by Race/Ethnicity 1999-2000

	Graduated with a standard diploma		Dropped out	
Race/ethnicity	Number	Percentage	Number	Percentage
American Indian/Alaska Native	1,823	48.2	1,666	44.0
Asian/Pacific Islander	2,531	56.3	869	19.3
Black	23,652	39.7	22,051	37.0
Hispanic	16,802	51.8	10,745	33.1
White	117,605	62.5	49,768	26.5

Notes: The percentages in this table were calculated by dividing the number of students age 14 and older in each racial/ethnic group who graduated with a standard diploma by the number of students age 14 and older in that racial/ethnic group who are known to have left special education (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out).

Washington State data based on previous year's data.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

for students of different racial/ethnic backgrounds. However, because this was only the second year these data were collected, caution should be used when interpreting the results. In the next year or two, a clearer picture of these data should emerge.

As described in Table IV-3, the graduation and dropout rates varied for students in different racial/ethnic groups. The graduation rate was highest, and the dropout rate lowest, for White and Asian/Pacific Islander students. Both groups graduated at a rate that was higher, and dropped out at a rate that was lower, than those for all students with disabilities. The graduation rate for White students was 62.5%; for Asian/Pacific Islander students it was 56.3%. The dropout rate was 19.3% for Asian/Pacific Islander students, and 26.5% for White students. The lowest graduation rate was for Black students (39.7%). The dropout rate was highest for American Indian/Alaska Native students (44.0%) (see Table AD4).

Summary

Between 1995-96 and 1999-2000, the high school graduation rate for students with disabilities increased from 52.6% to 56.2%. The percentage of students dropping out declined from 34.1% to 29.4% during the same period. These improvements were more notable in some disability categories than in others. The biggest gains in the graduation rate were for students with multiple disabilities, speech/language impairments, emotional disturbance, autism, and deaf-blindness. Most of these are disability categories with the lowest graduation rates. It is unclear why some of the most significant disabilities showed increases in graduation rate; OSEP's longitudinal studies should help explain the change. Similarly, improvement in the dropout rate took place in almost every disability category, most notably among students with speech/language impairments, specific learning disabilities, orthopedic impairments, hearing impairments, and emotional disturbance. Graduation and dropout rates also varied by racial/ethnic group. White students had the highest graduation rate, and Asian/Pacific Islander students had the lowest dropout rate.

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Results Experienced by Children and Families 1 Year After Beginning Early Intervention

The recognition of the importance of early experiences on the future development of young children with special needs was an underpinning of Part C of the Individuals with Disabilities Education Act (IDEA). Part C was enacted because of the urgent and substantial need:

(1) to enhance the development of infants and toddlers with disabilities and to minimize their potential for developmental delay;

(2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services when infants and toddlers with disabilities reach school age;

(3) to minimize the likelihood of institutionalization of individuals with disabilities and maximize the potential for their independently living in society;

(4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities (§631(a)).

To examine what happens to infants and toddlers with special needs and their families during and after early intervention, the Office of Special Education Programs (OSEP) commissioned the National Early Intervention Longitudinal Study (NEILS). NEILS is following a nationally representative sample of 3,338 infants and toddlers who received early intervention services for the first time between September 1997 and November 1998. Information is being collected repeatedly on these children and their families throughout the early intervention years and then again when the children enter kindergarten. The sample consists of children from four birth years. The oldest children in the study exited early intervention in 1998 and started kindergarten in 2000-01. The youngest exited the early intervention service system in 2001 and will probably begin kindergarten in 2003-04. Data from NEILS will play a key role in efforts to improve early intervention services and results for infants and toddlers with disabilities. Descriptive information about the characteristics of children and families receiving early intervention were presented in the *22nd* and *23rd Annual Reports to Congress.* This chapter provides data about child and family results 1 year after entry into early intervention services.

Progression of Children Through Services

This chapter examines the results for children and families approximately 12 months after they began early intervention services. The information is based on two telephone interviews conducted with a family member of the child enrolled in early intervention.[1] The first interview was conducted within the first 4 months after the initial individualized family service plan (IFSP). Most (68%) were conducted within 6 weeks of the IFSP. For younger children, a second interview was conducted about 12 months after the first IFSP. We began trying to contact the families at approximately 11 months after the IFSP and continued until 15 months. For older children, those who turned 36 months of age within the year after the first interview, an interview was conducted around the time the child turned 36 months of age. Thirty-six months is the age when children would be expected to leave early intervention services, and the study design called for interviewing the families of all children at this critical juncture. Nearly all (94%) of these interviews were conducted within 3 months of the child's 3-year birthday. For the first interview and the 36-month interview, if a family member could not be reached for the interview, the family was sent a mail questionnaire containing a subset of the questions in the interview. Eighty families returned the survey associated with the first interview, and 84 returned the survey for the 36-month interview. The data from the mail questionnaires were always collected at least 5 months after the intended data collection point because the questionnaires were only mailed out after months of unsuccessfully trying to reach the family by telephone.

This module describes results for children and families that had the potential, based on the child's age at IFSP, to spend roughly a year in early intervention. The findings are based on those families who had a family interview (or mail questionnaire) at entry and about 12 months later (*n*=2,235, 67% of the original sample). The actual time between the first and second data collections ranged from 35 to 69 weeks, with a median of 46 weeks. This timeframe is less than 12 months for most children because all of the first interviews were conducted *after* the IFSP, and some of the second interviews were conducted before a complete year had passed. For convenience, we refer to these data as describing the status of children "12 months later" because the second data collection was approximately a year after the first IFSP.

By definition, the data presented in this chapter exclude the oldest children entering early intervention. (Consider a child who entered early intervention at 29 months of

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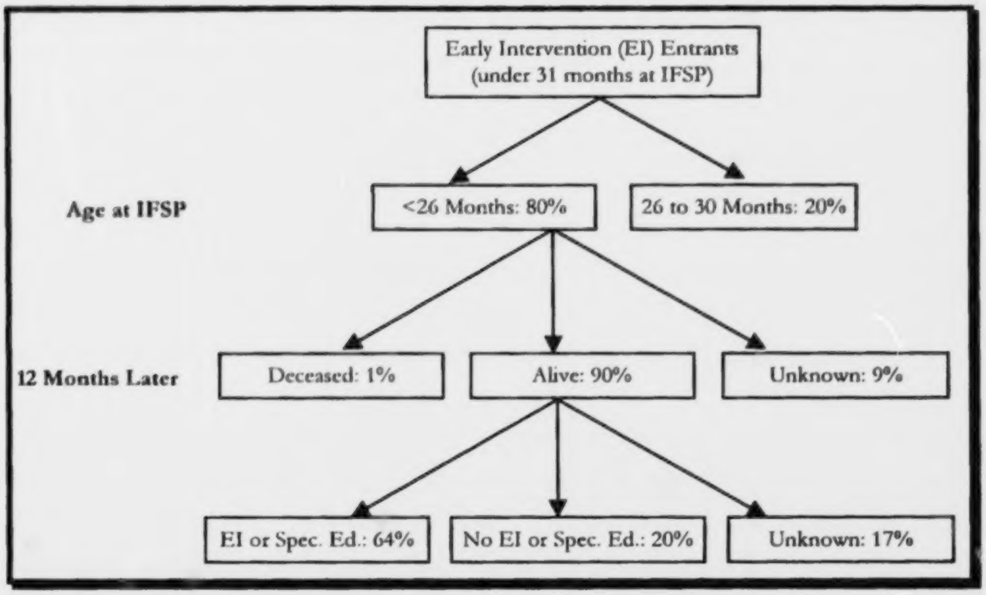
[1] The adult best able to talk about each child and his/her early intervention experiences was the respondent for the telephone interview; the vast majority were the child's biological, adoptive, or foster mother (90%), and respondents are referred to as parents here.

Figure IV-3
Status of Children Less Than 26 Months of Age 12 Months After Initial IFSP


Early Intervention (EI) Entrants (under 31 months at IFSP)
Age at IFSP
<26 Months: 80%
26 to 30 Months: 20%
12 Months Later
Deceased: 1%
Alive: 90%
Unknown: 9%
EI or Spec. Ed.: 64%
No EI or Spec. Ed.: 20%
Unknown: 17%

Source: National Early Intervention Longitudinal Study.

age. The first interview could have been conducted when the child was 30 months and the second interview at 36 months so only 6 months would have passed between the first and second interview.) Data on all children at 36 months will be included in subsequent NEILS reports, but these analyses focus on the group of children for whom there were data at two time points, with the second being roughly a year after the initial IFSP. NEILS used 26 months of age at IFSP or younger as the cutoff to define the group. All findings are weighted data.

Children and Families Included in This Chapter. About 80% of the early intervention entrants[1] were under 26 months at the time the IFSP was developed (see Figure IV-3). Because there are substantial differences within the early intervention population between children who enter early intervention at younger and older ages, it is important to emphasize that these children do not represent the entire population of children in early intervention. The children who have the potential to spend at least a year in early intervention and for whom data are presented in this chapter differ from the general population of early intervention entrants with regard to why they are eligible for early intervention. About half of children under 26 months of age at IFSP (52%) are eligible because of a developmental delay compared with 85% of the older group. Conversely, 24% of the younger group were eligible because of a diagnosed condition compared to only 7% of the older group. For almost half of the older group (49%), a speech or communication problem was listed as their only reason for being eligible for early intervention. This was the case for only 17% of the younger children.

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[1] Children in the sample had to be younger than 31 months at study enrollment because those entering later than that would not have participated in early intervention long enough to justify following them longitudinally.

The groups also varied in regard to gender. (At least one study has examined the association between gender and reason for eligibility; see Hebbeler,Wagner, Spiker, Scarborough, Simeonsson, & Collier, 2001.) Seventy-one percent of the older children were male compared to 58% of the younger children. The groups also differed in regard to whether the family had received public assistance. The families of the younger children were poorer: 42% of them were receiving public assistance at the time of the IFSP compared to 30% of the older children. Children who have the potential to receive a year of early intervention service are a fundamentally different group of children from those who enter in late toddlerhood (and therefore cannot receive at least a year of service). The significance of these differences for the findings presented cannot be easily understood without additional analyses (which will be forthcoming), but it is important to reiterate that these results only reflect information about the 80 families surveyed and do not generalize to *all* children in early intervention.

Continuing Receipt of Services After 12 Months. Among children who began early intervention services at less than 26 months of age, about 1% died over the next 12 months, and the status of another 9% was unknown (see Figure IV-3). Of the 90% known to be living 12 months after entering early intervention, about two thirds (64%) were reported by their parents to be receiving either early intervention or preschool special education at the time. Another 20% were reported to be receiving no service, and the service status of 17% was unknown.[2] Although the age of transition out of early intervention approximates 36 months, it can vary by several months in either direction depending on state and local policies and where the child's birthday falls relative to the school year. Therefore, early intervention and preschool special education were combined to identify the group of children still receiving services 12 months later. Again, other NEILS analyses will focus exclusively on the transition at 36 months and provide detailed information about what happens to children as they leave early intervention.

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[2] These figures could change as additional NEILS data sets are analyzed and merged with the family data. For example, data from the service providers might confirm that a child was alive and receiving services 12 months later even though there are no data from the family.

The remainder of this chapter presents many different kinds of results for both children and families. For children, we look at health, functioning, behavior, and developmental attainments. For families, we address family satisfaction with services, parenting skills, family and community supports, and child and family situation. Because many of the findings are quite different for children of different ages, especially in regard to the child result areas, the findings are presented separately for four groups of children. The four groups are based on the child's age at the time of entry into early intervention (the signing of the initial IFSP): under 6 months, 6 to under 12 months, 12 to under 18 months, and 18 months to under 26 months.

For each individual result area, we compare what the group looked like at entry and 12 months later. Statistically significant changes in the group between these two time periods are highlighted in the tables with bolding and described in the text.

Results for Children

Child Functioning

To describe the nature of the abilities and disabilities of children receiving early intervention services, parents were asked a series of questions about various aspects of their child's functioning, including vision, hearing, mobility, and communication. In some of these areas, it is reasonable to expect that the number of problems would actually increase over time, especially for the youngest children, who began services as tiny babies. For example, as these children grow and develop, some of the problems associated with poor birth histories may manifest themselves.

For all four age groups, the small proportion of children with a diagnosed hearing problem is similar at entry and 1 year later (see Table IV-4). For the two youngest and the oldest age group, there was a significant increase in the number of infants who had a diagnosed vision problem by 1 year after beginning early intervention. This is a positive finding in that children with suspected problems with vision are being identified and referred for formal evaluations.

The percentage of infants and toddlers having trouble using their arms and hands at the time of entry into early intervention and 1 year later is similar for those in the youngest age group and in the two oldest age groups. There was a significant increase in the proportion of those infants who entered between 6 and 12 months and were reported to have normal use of their arms and hands 1 year later.

Table IV-4

Functional Characteristics of Children Entering Early Intervention and a Year Later by Age Group at Entry

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
Diagnosed hearing problem								
Yes	9	10	8	8	13	12	6	7
Diagnosed vision problem								
Yes	**13**	**19**	**13**	**18**	12	12	**4**	**7**
Use of arms and hands								
Uses both normally	69	69	**55**	**70**	70	72	89	86
Has a little trouble	23	20	**34**	**20**	19	19	8	11
Has a lot of trouble or no use of one or both	8	10	**11**	**10**	12	9	3	3
Use of legs and feet								
Uses both normally	**79**	**63**	**58**	**64**	**55**	**64**	**81**	**85**
Has a little trouble	**15**	**24**	**28**	**20**	**29**	**24**	**15**	**11**
Has a lot of trouble or no use of one or both	**6**	**12**	**14**	**16**	**16**	**12**	**4**	**4**
How well does child make needs known								
Communicates just as well as other children	--	60	8	49	**42**	**49**	**26**	**35**
Has a little trouble communicating	--	29	3	32	**40**	**33**	**40**	**43**
Has a lot of trouble communicating	--	6	2	14	**14**	**16**	**30**	**22**
Doesn't communicate at all	--	4	1	5	**4**	**2**	**4**	**1**
Not asked (if child < 12 months at interview)	100	<1	86	--	--	--	--	--
When child talks to people s/he doesn't know, child is								
Very easy to understand	--	6	<1	13	**6**	**15**	**4**	**10**
Fairly easy to understand	--	12	1	16	**6**	**25**	**11**	**26**
Somewhat hard to understand	--	5	1	10	**9**	**20**	**14**	**32**
Very hard to understand	--	5	1	6	**7**	**10**	**13**	**11**
Has no words	--	71	10	55	**72**	**31**	**58**	**22**
Not asked (if child < 12 months at interview)	100	<1	87	--	--	--	--	--

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater. Statistical significance was not tested if an item was not asked for all or most children in an age group.

Source: National Early Intervention Longitudinal Study.

In all four age groups, there were significant changes in the children's reported use of their legs and feet over time. For the youngest age group, more children are reported to be having some difficulty using legs and feet 1 year later. Many of these infants were eligible due to low birth weight or perinatal complications for which gross motor delays may not be apparent until the later half of the first year of life. In contrast, for the other three age groups, 1 year later, more children were reported to have normal functioning of their legs and feet.

Many of the children in all groups were reported as having trouble communicating.[3] The change over time results are only meaningful for the two oldest age groups since the items about communication were not asked for infants less than 12 months of age. Nevertheless, for the two youngest age groups, 1 year later, many of them were having communication difficulties (39% and 51%, respectively). In the two oldest age groups, many of whom had a speech and language delay as a primary reason for referral to early intervention, there was a significant increase in the proportion of children who were reported to communicate just as well as other children. Both the improvement and the pervasiveness of language problems among the 18- to 26-months olds are apparent. The percentage of children reported to communicate as well as other children in this age group rose from 26% to 35%. This is a significant increase, but it means, however, that 65% of the children are not communicating as well as other children. Parents were also asked about how easy the child is to understand when talking to people he or she doesn't know. Many of the children entering after 12 months of age were not yet using words to communicate, but many more of them were speaking 1 year later. One year later, many of those older toddlers were now speaking, but many of them were somewhat or very hard to understand.

General Health and Health Care

Parents were asked several questions regarding their child's current health, health care, and health insurance status. Although some children receive early intervention for disabling conditions related to their health, many children are eligible for services because of developmental problems rather than health per se. For most of these health measures, there were few changes over time (Table IV-5). Most parents in all age groups reported their children's health to be good, very good, or excellent (see Table IV-5). These percentages are lower, however, than reported for the general

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[3] The questions about communication and articulation were only asked for children over 12 months of age. Note that the small percentage of infants in the 6- to 12-month age group at entry with responses to these communication items are for children who had their initial IFSP when they were less than 12 months old, but the entry parent interview was conducted after the child reached his or her first birthday, just a short time thereafter.

Table IV-5
Health Status of Children Entering Early Intervention and a Year Later by Age Group at Entry

Age group at entry:	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N **=**	552		465		338		880	
Health Status								
Excellent	31	34	**27**	**29**	40	40	44	46
Very good	28	24	**23**	**26**	24	27	25	27
Good	22	24	**25**	**29**	22	20	20	17
Fair	13	15	**17**	**11**	10	9	9	9
Poor	5	4	**8**	**6**	5	3	2	1
Hospitalized since coming home from hospital after birth								
No	**68**	**45**	**54**	**45**	**62**	**54**	**71**	**65**
1 to 4 days	**14**	**21**	**19**	**19**	**17**	**20**	**16**	**19**
5 to 14 days	**12**	**18**	**15**	**17**	**11**	**14**	**9**	**10**
15 to 30 days	**5**	**10**	**5**	**9**	**5**	**6**	**2**	**4**
More than 30 days	**2**	**6**	**7**	**11**	**5**	**7**	**1**	**2**
Regularly taking any prescription medication for a specific condition or problem	37	31	37	31	29	28	16	16
Uses any kind of medical device like an oxygen tank, catheter, or a breathing monitor	**30**	**22**	22	21	11	13	7	7
Has a place to go for regular medical care	98	99	99	98	98	99	96	97
Covered by any health insurance	96	98	96	96	94	97	93	96
Covered by government-assisted health insurance	53	54	57	56	45	49	34	37
Ever tried to get insurance to pay for something for child that it wouldn't pay for	16	18	20	21	20	17	19	21

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater.

Source: National Early Intervention Longitudinal Study.

population, in which nearly all parents (98%) report their children to be in good, very good, or excellent health.[4] It is also notable that more of the children in the two youngest age groups are rated as having fair or poor general health at both times compared to the children in the two oldest age groups. The only group with a change over time was the children who began early intervention between 6 and 12 months: 1 year later, fewer of them were rated as having fair or poor health.

Another measure of health is how many nights the child has been hospitalized since coming home from the hospital at birth. These data can only increase over time since the measure is a cumulative count over the child's life, and it did significantly increase for each of the age groups. The more extensive medical involvement of the children who began early intervention as infants compared to those who begin over 18 months is also captured in these data. A year after beginning early intervention, 34% of the youngest group had been hospitalized 5 or more days compared to only 16% for the children who began as 18- to 26-month-olds.

Consistent with the ratings of overall health, many children in early intervention were reported to be taking prescription medication for a chronic condition (about one third of the first three age groups, and nearly one fifth of the oldest toddlers). The percentages of each age group taking medication did not change over time. For the youngest infants, those who entered early intervention under 6 months of age, the percentage reported to be using a medical device of some sort (with the most common medical devices being respirators, breathing monitors, and nebulizers) was smaller 1 year later.

With regard to health care, families of nearly all children in early intervention reported that their children had a place to go for regular medical care, and there was no change over the first year in early intervention. Similarly, nearly all children were covered by health insurance, and the percentages of children with coverage did not change over this first year. Finally, about one in five families in each age group reported that their insurance company had refused to pay for something they tried to get for their child, and there were no changes in this proportion from entry to 1 year later.

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[4] The available national data are for children under age 5 (Adams, Hendershot, & Marano, 1999). For this reason, some of the difference between the national data and these early intervention data could be due to the older children included in the national data.

Behavior

Children vary in temperament and personality style from a very early age. The importance of some of these differences is not readily apparent. Does a 2-year-old who pays attention for a long period of time become the child who stays focused in first grade? Does the aggressive toddler become the 5-year-old with behavior problems? Part of the significance of the NEILS behavioral data rests in their stability or the extent to which early behavior serves as a predictor of later behavior. Parents were asked to rate their child's behavior across a number of dimensions; some of the items were not relevant for the youngest infants (e.g., trouble playing with other children), so it is important to describe these behaviors within each of the four age groups and over time.

For those infants who entered early intervention under 6 months of age, 1 year later significantly fewer of them were described as being jumpy or easily startled, perhaps reflecting maturation (see Table IV-6). About half of these youngest infants were described as having trouble paying attention and staying focused, both at entry and 1 year later. Similarly, about half were reported to have sleep problems, both at entry and 1 year later. Families' ratings of how easy it was to take the child places were similar at entry and 1 year later. Note that for other behavior ratings that were only relevant for this group 1 year later, such as does things on his own, or trouble playing with or being aggressive with other children, between 10% and 30% of them are having significant troubles with some of these behaviors as they enter toddlerhood.

For infants who entered early intervention between 6 and 12 months of age, the patterns on the behavior ratings were similar to those for the younger infants. A notable difference, however, was that more of these children were rated as a little difficult to take places 1 year later than they had been at entry to early intervention. This change may reflect a developmental change from being an infant to a toddler rather than indicating anything about the child's disability or functioning.

For the two oldest age groups, across many different behavior items, a similar pattern emerged. Some children, usually about half, were reported by their caregiver to have no trouble with a given behavior. Another third of the children were reported as having some difficulty, and 10% to 40% of the children are described as having behavioral challenges. As for significant changes over time, for those who entered between 12 and 18 months, more of them were described 1 year later as having some trouble playing with peers and with being aggressive with peers, and fewer were described as being jumpy or easily startled. Only two ratings were different over time for the oldest age group: 1 year later, more of them were described as being very active and excitable, and more of them were harder to take places.

Table IV-6

Behaviors of Children Entering Early Intervention and a Year Later by Age Group at Entry

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N **=**	552		465		338		880	
Does things on own even if hard								
Very much like this child	--	45	6	48	42	51	57	56
A little like this child	--	34	4	34	35	31	32	33
Not like this child	--	21	4	18	23	18	11	11
Not asked (if < 12 months at interview)	100	<1	86	--	--	--	--	--
Pays attention and stays focused								
Very much like this child	46	45	44	40	41	40	41	39
A little like this child	38	38	35	39	41	42	39	39
Not like this child	16	17	21	21	18	18	20	22
Jumpy and easily startled								
Very much like this child	**35**	**24**	**29**	**23**	**23**	**17**	18	18
A little like this child	**33**	**29**	**33**	**31**	**31**	**32**	27	26
Not like this child	**32**	**47**	**38**	**46**	**46**	**51**	56	56
Very active and excitable								
Very much like this child	--	34	6	36	37	31	**38**	**41**
A little like this child	--	34	2	31	31	34	**34**	**29**
Not like this child	--	32	5	33	32	34	**29**	**30**
Not asked (if < 12 months at interview)	100	<1	86	--	--	--	--	--
Trouble playing with other children								
No trouble	--	66	9	62	**64**	**55**	55	56
Some trouble	--	18	3	24	**23**	**34**	35	33
A lot of trouble	--	12	1	10	**8**	**11**	9	10
Not around other children	--	4	1	4	**4**	**1**	2	1
Not asked (if < 12 months at interview)	100	<1	87	--	--	--	--	--
Aggressive with other children								
Not at all	--	55	9	51	**51**	**37**	37	37
Sometimes	--	36	3	42	**42**	**51**	53	54
Often	--	8	1	7	**7**	**12**	10	9
Not asked (if < 12 months at interview)	100	<1	87	--	--	--	--	--

Table IV-6 (continued)

Age group at entry	0 to 6 Months At entry	 Year later	12 to 18 Months At entry	 Year later	12 to 18 Months At entry	 Year later	18 to 26 Months At entry	 Year later
Child has sleep trouble								
Rarely or never	51	56	49	55	53	46	56	54
Sometimes	30	26	33	26	26	32	25	29
Often	20	18	19	19	21	21	19	17
How easy is it to take child to the store or an appointment								
Easier than other children his/her age	22	25	**26**	**21**	28	21	**21**	**16**
Just as easy	48	46	**47**	**49**	43	45	**43**	**42**
A little harder	20	20	**18**	**23**	21	23	**24**	**27**
Much harder	10	8	**9**	**7**	9	11	**12**	**15**

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater. Statistical significance was not tested if an item was not asked for all or most children in an age group.

Source: National Early Intervention Longitudinal Study.

It is important to note that these are not all the same children having difficulties in different behavioral areas; rather the findings suggest that there are numerous ways for young children to present challenges within their families, and a minority of early intervention children present each of these challenges. Additional longitudinal data will reveal whether these challenges persist over time and thus their importance for future growth and development.

Developmental Accomplishments

Attaining age-appropriate developmental competencies is an important accomplishment for all infants and toddlers. It is significant for children under 3 because it facilitates interaction with the environment, which forms the foundation of individual child development. The developmental accomplishments of infancy and toddlerhood are also important because they lay the groundwork for the next level of developmental skills children must master as they move through the preschool years and then enter elementary school. For example, communication and mobility are important developmental tasks for young children. Acquiring beginning communication skills allows the child to more effectively communicate his or her needs. Similarly, becoming mobile provides access to a much broader range of environments and objects to explore and enjoy. On the other hand, the child without adequate communication skills is limited in his or her ability to interact with caregivers and others in his or her social world and is possibly frustrated by this limitation. A child who is not mobile is restricted to where he or she is placed and reliant on what others bring for the child to explore.

NEILS examined developmental attainments by asking parents to report on a set of child behavior and skills in several domains. For each item, the parent was to report whether the child "does it well," "does it but not well," or "doesn't do it at all." The specific milestones were selected because they were judged to have face validity as markers of developmental attainment, to be universal in expression with minimal cultural/socioeconomic bias, and to be observable in everyday activities.

The status of children upon entry into early intervention and 1 year later on a select set of the milestones is shown in Tables IV-7 and IV-8. In interpreting these data, it is important to remember that these age groups at entry into early intervention reflect different groups of children with regard to the nature of their disability or delay. (See *23rd Annual Report to Congress* for further details.) Children who began early intervention and whose families were interviewed when the child was less than 12 months of age are not just younger than the other two age groups. Children who begin early intervention at less than 12 months of age are much more likely to have a diagnosed condition or a risk condition such as low birth weight. Children older than 12 months are much more likely to have a communication-related disability or delay. Some of the milestone items were too advanced or too young for some age groups and therefore were not asked for these children.

For all age groups, the children are advancing developmentally, with significantly higher percentages of children in every age group showing mastery for the milestones shown 1 year after entering early intervention. For the children who were less than 6 months old at entry, for instance, 1 year later, most were able to grasp and let go of objects, crawl, creep or scoot, sit up alone, eat bite-size pieces of food, babble, and play peek-a-boo. However, 1 year later, only about one third were able to walk without holding on to anything, about half could lift a cup and drink from it, and about one fourth of them could repeat or imitate a word.

For the children who entered early intervention between 6 and 12 months and between 12 and 18 months of age, a significant percentage had mastered many of the motor and self-help milestones by 1 year later. For instance, while few of those entering between 6 and 12 months could walk independently at entry, 1 year later over half could do so. For the 12- and 18-month-olds, about one third could walk independently at entry, and nearly three fourths could do so 1 year later. Children in these two age groups also showed progress with communication and cognition

Table IV-7

Milestone Attainment in Motor and Self-Help Domains of Children Entering Early Intervention and a Year Later by Age Group at Entry to Early Intervention Services

	Percentage of children reported able to do milestone well							
	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
Motor								
Grasp objects and let go of them (10)	**40**	**90**	**73**	**95**	95	97	99	100
Crawl, scoot, or creep (11)	**13**	**82**	**32**	**87**	**86**	**92**	99	99
Sit up (11)	**6**	**81**	**39**	**87**	**86**	**91**	99	99
Pick up small objects with finger and thumb (12)	**8**	**66**	**38**	**75**	**68**	**79**	84	87
Hold a crayon or pencil (16)	**1**	**28**	**8**	**46**	**28**	**66**	**66**	**76**
Walk without holding on (17)	**<1**	**33**	**4**	**59**	**34**	**73**	**86**	**93**
Walk quickly or run (25)	**<1**	**24**	**2**	**44**	**22**	**61**	**77**	**85**
Take paper off candy to unwrap (25)	**<1**	**11**	**3**	**21**	**10**	**33**	**41**	**58**
Self-Help								
Eats bite size pieces with fingers (11)	**3**	**80**	**31**	**85**	**86**	**92**	**98**	**99**
Lifts a cup and drinks from it (18)	**1**	**54**	**15**	**62**	**54**	**75**	**86**	**92**
Takes off socks without help (23)	--	--	**38**	**60**	**64**	**66**	**74**	**80**
Washes and dries hands thoroughly (28)	--	--	--	--	--	--	**34**	**55**

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater. The number in parentheses after the milestone is the age in months by which almost all children in the general population (approximately 90%) have attained this milestone. Some milestones are too advanced for some age groups and were not asked for these children. Statistical significance was not tested if an item was not asked for all or most children in an age group.

Source: National Early Intervention Longitudinal Study.

milestones. For instance, at entry, almost none of those who entered at 6-12 months of age could follow a two-step verbal direction, but 1 year later, nearly half could do this. For those who entered between 12 and 18 months of age, 26% could do this at entry and 62% could do it 1 year later. However, about one fourth of children still

Table IV-8

Milestone Attainment in Communication and Cognition Domains of Children Entering Early Intervention and a Year Later by Age Group at Entry to Early Intervention Services

	Percentage of children reported able to do milestone well							
	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
***N*=**	552		465		338		880	
Communication								
Babbles (3)	**62**	**89**	**71**	**93**	**87**	**95**	95	97
Says "mama" or "dada" (12)	**2**	**64**	**31**	**73**	**55**	**81**	**74**	**87**
Responds to simple gestures like someone waving "bye-bye" (17)	**11**	**67**	**34**	**77**	**63**	**87**	**84**	**91**
Repeats or imitates a word (18)	**1**	**26**	**11**	**39**	**22**	**55**	**25**	**65**
Follows a 2-step verbal direction (24)	**0**	**24**	**1**	**46**	**26**	**62**	**61**	**74**
Says 2 or 3 words in a sentence (25)	**0**	**4**	**1**	**16**	**3**	**40**	**13**	**57**
Cognition								
Laughs in response to peek-a-boo (8)	**36**	**95**	**73**	**96**	97	97	98	99
Explores objects by shaking and banging (11)	**20**	**91**	**70**	**93**	93	95	98	99
Puts things into and takes them out of things (12)	**<1**	**56**	**18**	**70**	**59**	**88**	**91**	**97**
Does simple pretending in play like feeding a doll (18)	**0**	**13**	**4**	**34**	**16**	**61**	**57**	**78**
Shows that knows two body parts (28)	**<1**	**28**	**4**	**57**	**23**	**76**	**73**	**89**
Refers to things as "mine" (30)	**0**	**13**	**2**	**33**	**14**	**56**	**40**	**76**
Gives his or her first name (35)	**<1**	**7**	**3**	**17**	**5**	**31**	**11**	**54**

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater. The number in parentheses after the milestone is the age in months by which almost all children in the general population (approximately 90%) have attained this milestone. Some milestones are too advanced for some age groups and were not asked for these children. Statistical significance was not tested if an item was not asked for all or most children in an age group.

Source: National Early Intervention Longitudinal Study.

had significant delays after 1 year. A similar pattern of progress can be seen for both of these age groups for the percentages of children who were able to show that they knew at least two body parts.

Nearly all children who entered early intervention between 18 and 26 months had mastered milestones in the motor domain by the time they entered early intervention. The patterns of mastery for these two domains do show, however, that some of these oldest children have significant delays (e.g., 1 year later, only 58% can take paper off candy to unwrap it; only 80% can take off their socks without help). It is notable, furthermore, that even among these children in the oldest age group, 7% were not walking independently 1 year later. These could well be children with limited use of their legs, some of whom may never walk.

In this oldest age group, many of whom entered early intervention because of language and communication delays, a significant number of children showed improvements on communication and cognition milestones. For instance, at entry, only 25% could repeat or imitate a word, but 1 year later, 65% could do so. This is a significant change over time, but there are still about one third of the children in this oldest age group who have not yet attained this language milestone that is reached by almost all children in the general population by 18 months of age. This oldest age group also showed significant gains in the percentage of children who could say two or three words in a sentence and who could give their first name. However, it is also notable that a little more than half of these oldest children still had not attained these two communication milestones. Finally, a significantly higher percentage of these children (78%) were able to engage in simple pretend play 1 year later than they did at entry (57%).

Across all four age groups, children were showing progress in mastering key developmental milestones in all of the domains. In future analyses, NEILS will examine how differences in milestone attainment are related to the child's particular disabilities, other child and family characteristics, and the services received. NEILS is also developing composite indices for the four developmental domains that can be used to describe developmental change over time.

Results for Families

Early intervention is a program designed for both children and families. Family-centered practices are mandated as an integral part of early intervention services and are expected to permeate all aspects of service delivery (Bailey, Buysse, Edmondson, & Smith, 1992). To address the need for an approach that could be applied in evaluating family results across many families and programs, Bailey et al. (1998) proposed a general framework for assessing family results. The framework identifies two general types of family results and corresponding questions that reflect current values and the results early intervention could be expected to affect. The two general categories of results are the family's perception of their early intervention experience and of how participation in early intervention services may be affecting their child and family. This framework was used to develop the family outcome measures in NEILS. As with the child outcome data, the NEILS data presented here refer to the family's initial perception of the early intervention experiences and their perceptions 1 year later.

NEILS examined a number of issues related to the families' satisfaction with the services they received in early intervention. These data are shown in Table IV-9. The great majority of families were generally pleased with the quality and quantity of the early intervention services they were receiving, both at entry and 1 year later, with few changes over time. Two of the three ratings that showed changes over time were for the group of families whose children were under 6 months old at entry. More of these families rated the quality of therapy services received as excellent 1 year later than they did at entry. In contrast, however, more of these families rated the help and information they received as being fair or poor after 1 year than at entry. The only other significant change over time in families' ratings of the quality or quantity of services was that more of the families of the younger toddlers (12 through 18 months old at entry) wanted more therapy services 1 year later. Overall, these ratings indicate that the majority of families are pleased with the quantity and quality of the services they are receiving both at entry and 1 year later. For the few differences that did occur, future analyses will be conducted to explore the relationships between these family perceptions about services and the actual services the families are receiving.

NEILS also collected data on the parents' perceptions of their parenting and their ability to work well with professionals (see Table IV-10). Overall, the families begin and remain confident about their ability to care for their child, help the child learn and develop, and understand the child's behavior, as well as how to work well with professionals. Notably, for all four age groups, after 1 year, significantly more families felt confident about their ability to help their child learn and develop. For three of the age groups, 1 year later, more of them felt positive about working with professionals and advocating for their child. Additionally, for families of children who entered between 6 and 12 months, 1 year later, significantly more of them felt that they knew how to go about getting good services if needed.

Table IV-9
Families' Satisfaction With Their Early Intervention Services at Entry and a Year Later

	0 to 6 *Months*		6 to 12 *Months*		12 to 18 *Months*		18 to 26 *Months*	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
Rating of amount of therapy services								
More than needed	2	2	2	4	**8**	**5**	3	3
About the right amount	79	80	74	72	**73**	**69**	77	78
Less than needed	19	19	23	24	**19**	**25**	20	18
Quality of therapy services								
Excellent	**61**	**67**	61	64	59	54	60	64
Good	**33**	**25**	32	27	32	33	35	31
Fair or poor	**6**	**7**	6	8	9	12	5	5
Rating of amount of other early intervention services								
More than needed	4	6	2	3	6	3	4	4
About the right amount	90	85	83	83	85	92	82	84
Less than needed	5	9	15	14	8	5	13	12
Quality of other early intervention services								
Excellent	61	63	43	56	54	45	61	59
Good	35	31	48	40	38	46	34	36
Fair or poor	4	6	9	4	8	10	5	5
Rating of number of professionals working with child								
Too many	3	5	4	4	2	2	1	4
About the right amount	94	89	86	90	92	89	92	90
Not enough	3	6	10	6	6	9	7	7
Rating of help and information family had received								
Excellent	**56**	**55**	54	52	60	52	58	55
Good	**38**	**36**	38	40	32	42	33	34
Fair or poor	**6**	**9**	9	8	8	6	8	11

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater. Numbers may not sum to 100 due to rounding.

Source: National Early Intervention Longitudinal Study.

Table IV-10
Families' Perceptions of Their Parenting and Their Ability To Work With Professionals at Entry and a Year Later

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
Parenting skills								
I know how to care for child's basic needs, like feeding, bathing, and dressing.								
Strongly agree	84	86	78	83	**78**	**84**	83	83
Agree	15	14	21	15	**21**	**15**	16	16
Disagree	1	<1	<1	1	**1**	**<1**	<1	<1
Strongly disagree	<1	<1	1	1	**<1**	**<1**	0	1
I know how to help child learn and develop.								
Strongly agree	**50**	**63**	**44**	**58**	**47**	**64**	**47**	**60**
Agree	**40**	**34**	**46**	**37**	**45**	**32**	**43**	**34**
Disagree	**9**	**3**	**10**	**4**	**7**	**3**	**8**	**5**
Strongly disagree	**1**	**<1**	**1**	**1**	**1**	**1**	**1**	**2**
I often have a difficult time figuring out what to do about child's behavior.								
Strongly agree	12	8	7	7	9	9	12	12
Agree	13	16	20	18	19	23	29	26
Disagree	42	36	38	39	40	37	32	35
Strongly disagree	33	39	35	37	32	32	28	27
Ability to work with professionals								
I know how to work with professionals and advocate for what child needs.								
Strongly agree	**59**	**69**	**50**	**64**	63	68	**56**	**61**
Agree	**36**	**28**	**44**	**31**	34	29	**39**	**34**
Disagree	**4**	**3**	**5**	**3**	3	2	**4**	**3**
Strongly disagree	**1**	**<1**	**1**	**1**	1	1	**1**	**1**
I know what to do if I'm worried that child isn't getting good services.								
Strongly agree	50	52	**41**	**50**	47	49	45	48
Agree	38	37	**42**	**40**	45	40	45	40
Disagree	9	9	**14**	**8**	6	9	7	8
Strongly disagree	2	2	**3**	**2**	2	2	3	4

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater.

Source: National Early Intervention Longitudinal Study.

Parents were also asked about the support they have from their family, relatives, friends, and community (see Table IV-11). This is an important area of results because it is hypothesized that early intervention may serve to help families build and make use of the informal social and community support systems available to them. At both entry and 1 year later, the majority of families felt supported by relatives and friends and involved in activities in their communities. It is noteworthy, however, that about one in five families across all age groups at both time points did not feel they had family and friends who help them deal with challenges related to their child's special needs.

There were only a few changes over time in perceived support. After 1 year, more of the families whose children were 6-12 months and 12-18 months at entry felt supported by relatives and friends. For the two youngest age groups, 1 year later, more of the families felt that they were able to take part in community activities than they did at the time their children entered early intervention. Once again, future analyses will examine how these family perceptions and changes over time are related to the child's disabilities and functioning and the services received.

Finally, NEILS asked about the families' perceptions of the impact of early intervention on their child and their family and on the child and family's quality of life (Table IV-12). Across all four age groups, 1 year later, more families felt that early intervention had had a lot of impact on their child and their family. Some families had been unable to really judge the impact of services on the child at the first interview, which took place shortly after the child was enrolled in early intervention, but for all four age groups, by 1 year later, two thirds or more of them felt that early intervention had had a lot of impact on their child.

Families were asked to rate the quality of their child's current and future life situation and also the current and future quality of their family's life situation (Table IV-12). For all four age groups, the families were generally optimistic about their child and their family, both currently and in the future. Most of the changes over time for these ratings were for the families whose children entered early intervention under 6 months of age. For these families, 1 year later, more of them were more optimistic. Interestingly, families of children in all groups are hopeful in that they are more optimistic about the future than they are about the present, for both their child and for their family.

Table IV-11
Families' Perceptions of Their Family and Community Support at Entry and a Year Later

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
I have relatives or friends to turn to for help or support when I need it.								
Strongly agree	63	62	**51**	**57**	**59**	**62**	56	60
Agree	27	29	**37**	**33**	**31**	**24**	32	28
Disagree	7	6	**8**	**8**	**6**	**10**	8	8
Strongly disagree	3	4	**5**	**3**	**5**	**4**	3	4
I have relatives, friends, or others who help me deal with the challenges I face because of child's special needs.								
Strongly agree	47	42	37	37	42	44	41	39
Agree	42	40	40	44	39	38	40	44
Disagree	6	13	18	15	12	14	13	12
Strongly disagree	5	5	5	4	7	5	6	6
I have little chance to take part in community activities, such as religious, school, or social events.								
Strongly agree	**22**	**11**	**17**	**14**	16	12	11	11
Agree	**23**	**27**	**29**	**30**	24	24	25	24
Disagree	**32**	**37**	**39**	**33**	35	37	40	37
Strongly disagree	**23**	**25**	**15**	**23**	25	26	25	28
Our ability to work and to play together as a family is pretty normal, even though we have a child with special needs.								
Strongly agree	55	58	52	54	58	55	55	56
Agree	38	37	43	40	38	38	41	38
Disagree	7	4	3	5	4	5	3	5
Strongly disagree	1	1	2	2	1	2	1	1

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater.

Source: National Early Intervention Longitudinal Study.

Table IV-12
Families' Perceptions of the Impact of Early Intervention on the Child and Family and Their Quality of Life at Entry and a Year Later

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
N =	552		465		338		880	
How much impact have the services had on the child's development?								
No impact	**6**	**6**	**2**	**2**	**5**	**3**	**4**	**2**
Some impact	**37**	**30**	**38**	**30**	**37**	**28**	**38**	**17**
A lot of impact	**34**	**64**	**43**	**68**	**39**	**68**	**30**	**79**
Too soon to tell	**23**	**<1**	**18**	**0**	**18**	**<1**	**28**	**1**
Rating of how help and information has affected family								
Much better off	**49**	**55**	**50**	**56**	**56**	**53**	**46**	**61**
Somewhat better off	**26**	**21**	**24**	**22**	**19**	**24**	**26**	**22**
About the same	**19**	**23**	**20**	**21**	**15**	**20**	**16**	**15**
Worse off	**1**	**<1**	**1**	**1**	**3**	**3**	**1**	**1**
Too soon to tell	**5**	**<1**	**5**	**<1**	**7**	**0**	**11**	**1**
Family ratings on child's current overall life situation								
Excellent	**33**	**44**	34	39	35	36	32	39
Very good	**33**	**26**	27	27	27	32	33	32
Good	**25**	**22**	30	26	28	26	27	22
Fair	**8**	**7**	8	7	8	6	7	6
Poor	**1**	**1**	2	1	2	1	1	1
Family ratings on family's current overall life situation								
Excellent	**33**	**39**	33	34	35	33	**32**	**38**
Very good	**29**	**27**	25	28	31	34	**31**	**30**
Good	**25**	**26**	29	26	23	26	**28**	**23**
Fair	**11**	**7**	9	10	10	6	**8**	**8**
Poor	**2**	**<1**	4	1	2	1	**1**	**1**
Family's ratings on child's future overall life situation								
Excellent	50	54	47	49	**53**	**48**	54	55
Very good	32	27	29	28	**26**	**33**	32	28
Good	14	15	19	20	**15**	**15**	11	13
Fair	3	3	3	2	**3**	**1**	3	4
Poor	1	1	2	1	**2**	**2**	<1	<1

Table IV-12 (continued)

	0 to 6 Months		6 to 12 Months		12 to 18 Months		18 to 26 Months	
Age group at entry	At entry	Year later	At entry	Year later	At entry	Year later	At entry	Year later
Family's ratings on family's future overall life situation								
Excellent	**46**	**55**	46	46	50	44	53	52
Very good	**33**	**27**	32	32	30	34	29	30
Good	**18**	**16**	17	18	18	20	16	16
Fair	**3**	**2**	3	3	2	<1	2	3
Poor	**1**	**0**	1	<1	<1	<1	0	<1

Note: *Ns* refer to the number in each age group. The *Ns* for the individual items vary slightly because of missing data. The data highlighted in bold reflect statistically significant changes at $p < .05$ level or greater.

Source: National Early Intervention Longitudinal Study.

Conclusion

These findings from NEILS document numerous positive results for both children and their families. One year after entry in early intervention, many children have mastered additional developmental milestones and have shown improvements in their behavior. Families report their child's communication and motor skills have improved, and over two thirds of families report that early intervention has had a lot of impact on the child's development. Most families are satisfied with numerous facets of their early intervention experience when they begin services, including the quantity and quality of services received, and they continued to be satisfied 1 year later. Families are confident about parenting issues and remain confident a year later. More families, however, do report knowing how to help their child learn and develop and how to work with professionals and advocate for their child's needs a year after beginning early intervention. Shortly after they began services, about half the families felt they were much better off because of the help and information provided through early intervention. A year later even more families felt this way.

What emerges from these data is a picture of child progress and family satisfaction 12 months after beginning early intervention. These findings describe the experiences of those children who were 26 months or younger at the first IFSP meeting and could have received approximately a year of early intervention services. Even this relatively simple picture is not straightforward since some trends only apply to some age groups—which is not surprising given age is a powerful developmental predictor and that age in this population is strongly related to the identification of the nature of the child's disability. Understanding who achieves what results under what circumstances continues to be one of the primary purposes of the study. Understanding the results of early intervention will continue to get more challenging with time as children age and no longer receive early intervention services. Some of these children will stop receiving services before 36 months of age and others at 36 months. For the children reported on here, those less than 26 months of age at IFSP, one in five were no longer receiving services a year later. Additional NEILS analyses will continue to examine the complex relationship between age of child, age of entry to services, nature of the child's delay or disability, nature of services received, age at exit from services, family characteristics and the results achieved. Forthcoming analyses will look at results when the children are 36 months of age and when they reach kindergarten.

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State Improvement and Monitoring

One primary function of the Office of Special Education Programs (OSEP), Monitoring and State Improvement Planning (MSIP) Division is to assess the impact and effectiveness of state and local implementation of Parts B and C of the Individuals with Disabilities Education Act (IDEA) in ensuring positive results for infants, toddlers, children, and youth with disabilities and their families. OSEP, a component of the Office of Special Education and Rehabilitative Services (OSERS), provides grants to state educational agencies (SEA) and lead agencies (LA) according to congressional appropriations to assist in implementation of programs and services; in addition, OSEP provides the states and territories technical assistance, policy support, and monitoring oversight. To accomplish these activities, OSEP works in partnership with states, parents, local service providers, technical assistance providers, institutes of higher education, advocacy groups, professional organizations, and others to provide state and local early intervention providers and educational agencies with scientifically based accurate information and effective tools designed to assist them in improving results.

After the passage of IDEA '97 that placed greater emphasis on improving results for children, OSEP began to redesign its monitoring process. The Continuous Improvement Monitoring Process (CIMP) incorporated strategies designed to foster greater state accountability, increase parental involvement, establish a data-driven process to inform improvement planning, and ensure public awareness and dissemination. The CIMP activities focus around groupings of required activities under the IDEA called "cluster areas." The cluster areas for Part B are: Free Appropriate Public Education in the Least Restrictive Environment, Parental Involvement, Secondary Transition, and General Supervision. For Part C, the cluster areas are Child Find and Public Awareness, Early Intervention Services in the Natural Environment, Family Centered Services, Early Childhood Transition, and General Supervision. The cluster areas contain objectives, components, indicators, and potential state and local data sources for measuring progress in the implementation of IDEA in each of the aforementioned cluster areas.

OSEP initiated the CIMP with the 12 states scheduled for on-site monitoring visits in 1998-1999. Table IV-13 below provides a schedule of states' involvement in the CIMP. In 1998-2000, the CIMP consisted of seven phases: self-assessment, validation planning, validation data collection, improvement planning, implementation of improvement strategies, verification and consequences, and review and revision of the self-assessment. States established steering committees, representing both Part B and Part C constituents that participated in the development of a self-assessment submitted to OSEP. The self-assessment presented the status of the state's implementation and results for both programs. During 1998-1999 and 1999-2000, OSEP traveled to 21 states to conduct focused public input meetings prior to conducting an on-site data collection visit. In a report describing the on-site data collection visit, OSEP identified areas of noncompliance, suggestions for improved results, and promising practices in the state. OSEP and the state steering committee assisted the SEA and LA in each state in developing an Improvement Plan that addressed both identified noncompliance issues and other areas in need of improvement. States that failed to correct noncompliance identified by OSEP in the on-site data collection visit were subject to enforcement actions such as OSEP-directed corrective actions, special conditions on grant awards, or compliance agreements.

Table IV-13
Schedule of States' Continuous Improvement Monitoring Process

1998-1999 Self-Assessment, On-site Data Collection, Improvement Plan	1999-2000 Self-Assessment, On-site Data Collection, Improvement Plan	2000-2001 Self-Assessment, *On-Site Data Collection, Improvement Plan	2001-2002 Self-Assessment, Improvement Plan
Arizona Bureau of Indian Affairs (Part B Only) Massachusetts Montana Nebraska New Mexico New York North Dakota South Dakota Utah Washington Wisconsin	Arkansas Colorado Florida Hawaii Louisiana Maryland New Jersey Ohio Pennsylvania	Connecticut *District of Columbia Delaware Georgia Idaho *Illinois *Iowa Michigan Minnesota New Hampshire *Puerto Rico (Part C Only) *South Carolina *Texas Virginia Wyoming	Alabama California Indiana Kentucky Nevada North Carolina Oklahoma Oregon Rhode Island Tennessee

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

During the summers of 2000 (in Salt Lake City and Chicago) and 2001 (in Seattle and Atlanta), OSEP and the OSEP-funded Regional Resource Centers (RRCs) and the National Early Childhood Technical Assistance System (NECTAS), conducted institutes to provide states with information about the self-assessment and improvement planning processes. Generally, a team from each state attended the institutes. State teams included representatives from the SEAs and LAs, parents, state Steering Committee, and others.

In 2000, OSEP modified several aspects of the CIMP. The modifications were based on what OSEP had learned from 2 years of implementing CIMP and from informal input from state directors and coordinators. These modifications also reflected a response to the report issued by the National Council on Disability (NCD) entitled "Back to School on Civil Rights," which documents that no state is currently in compliance with the IDEA, and OSEP monitoring needed to change to address this national noncompliance.

> ***Accountability.*** During 1998-2000, information about a state's implementation practices was collected primarily through OSEP public input and on-site data collection visits. OSEP then reported strengths and weaknesses to the state. Mandated areas for the state to address in a corrective action plan were addressed by OSEP in the monitoring reports. After 2000, the states, through their self-assessment and comprehensive planning activities in active collaboration with OSEP, have assumed shared accountability for the identification of issues needing improvement, including areas of noncompliance identified through a comprehensive review of evidence conducted by stakeholders.
>
> ***Public Involvement.*** In 1998-2000, public input during OSEP's monitoring and oversight activities primarily involved OSEP-directed public meetings. Since 2000, OSEP, states, state Steering Committees and OSEP-funded technical assistance providers (RRCs and NECTAS) are working in partnership to share information and solicit public input into the monitoring process. The expanded involvement of other constituents has led to greater public awareness of the states' implementation issues and to enhanced partnerships between OSEP, states, technical assistance providers, and other key stakeholders.
>
> ***Focus.*** Prior to 1997, IDEA focused on process and procedural requirements in its monitoring efforts. The 1997 amendments of IDEA placed emphasis on accountability and results for children. OSEP, during 1998-2000, looked at a combination of process and procedural requirements when conducting an on-site data collection visit. After 2000, OSEP focused on the elements of a state's implementation of IDEA with the strongest relationship to positive results for children such as participation in state- and district-wide assessments and access to the general curriculum. OSEP's procedures now emphasize results by looking at documented performance data in those areas.

Scope. Prior to 1998, OSEP selected states for a comprehensive visit on a cyclical basis. During 1998-2000, states were selected for an on-site data collection visit based on indicators suggesting that a state may have systemic problems implementing the IDEA. The indicators included last data monitored, previous noncompliance, number of infants and toddlers served in Part C, graduation rates for children with disabilities, and dropout rates. The specific issues for examination during an on-site monitoring visit were determined through an analysis of information obtained from the states' self-assessment and the validation planning (public input) sessions. In 2000, OSEP moved to an approach based on information obtained through state-reported data and through self-assessment, including public input, and results of improvement planning. Careful consideration is given to an analysis of several factors, including previous history of compliance within the state, successful efforts of the state in correcting noncompliance, and likelihood of suggested improvement strategies being implemented which lead to positive results for children. Of the 15 states that submitted a self-assessment in 2000, OSEP made on-site data collection visits to six (see Table IV-13). OSEP visited other states to assist Steering Committees and SEA/LA staff develop improvement plans using the CIMP monitoring model.

Improvement. Prior to 1998, OSEP required states to develop and implement corrective action plans (CAPs) to address noncompliance issues and to report to MSIP the results of the implementation efforts. The activities included in CAPS were often procedural in nature and may not have demonstrated direct impact leading to improved results for children. Beginning in 1998, states were required to develop improvements plans that, at a minimum, address areas of noncompliance and measure the effect of improvement strategies on improved results for children. In addition, the CIMP is fostering state ownership of areas needing improvement identified at the state level by stakeholders and a shared partnership between SEAs, LAs, local educational agencies (LEAs), and stakeholders, leading to accountability for improving results for children and their families

Technical assistance and support. Prior to 1998, staff of MSIP, RRCs, and NECTAS individually responded to states' requests for assistance. Since 1998, the staffs of OSEP, RRCs and NECTAS are working in a coordinated framework to provide ongoing support and guidance to the state in their involvement in CIMP as well as responding to specific state requests for technical assistance. The process is moving toward OSEP, RRCs, and NECTAS coordinating with other Federal, state, and regional technical assistance networks to provide comprehensive support to states in diagnosing system deficiencies, implementing improvement strategies, and evaluating the effects of those efforts in demonstrating improved results for children in the Parts C and B programs under the IDEA.

Consequences. As previously discussed, prior to 1998, states developed CAPs with activities designed to correct areas of noncompliance identified by OSEP during an on-site monitoring visit. Since 1998, all states are developing improvement plans to address issues identified in their self-assessments. Some states are involved in OSEP data collection visits designed to identify areas of noncompliance. OSEP is visiting other states for improvement planning purposes, including assisting the states in filling data gaps, identifying system barriers, verifying conflicting data, or determining the need for an enforcement action. Some states visited by OSEP have compliance agreements or special conditions under their IDEA grant award. The CIMP is moving toward a system of positive and negative consequences, ensuring that all states have an improvement plan focused on accountability to demonstrate improved results for infants, toddlers, children and youth with disabilities and their families.

State Part B and Part C staff, parents, members of steering committees, and OSEP staff presented "lessons learned" at the 2001 summer institute. Collectively, the panels were successful in providing insights to states on how to effectively implement CIMP. Comments of the panelists included:

> "Our state learned lessons about holes in our data. We had a lot of data but not all of it was valid. We are now doing a better job with data collection, and mining it more thoroughly than before."
>
> "Collaboration between Parts C and B have been strengthened considerably through these efforts."
>
> "We used public data to validate and triangulate quantitative data. That strengthened the conclusions we could draw."
>
> "The process helps to focus on what priorities are important and how it is connected to other efforts."
>
> "Unanticipated result has been accountability to [state advisory] council on quality of improvement plan."

> "It's very good to have parents participating in all activities as key stakeholders."

> "Opportunity to get parents involved in self-assessment and planning the effort. Will lead to significant systems change. Involvement from OSEP has been very powerful. OSEP has been a real collaborative partner in the process."

> "This is the state's work; it's part of what states do, not something added on."

OSEP is assisting states in completing a self-assessment, designing and implementing effective improvement planning, and obtaining data to support program accountability, OSEP's future technical assistance efforts with states will be concentrated on three primary activities:

- **Assistance in analyzing barriers to achieving results.** OSEP and states have successfully gathered data to demonstrate the results achieved through IDEA implementation in the state. For example, states gather data to indicate the number of students with disabilities who drop out of school. If the number of dropouts exceeds the state's goal, the state develops and implements activities to ensure that students with disabilities remain in school until receipt of a regular diploma. The challenge for a state is in identifying the factors that cause students to drop out. Activities leading to decreasing the dropout rate would differ if the reason for a high dropout rate is that the students have been placed in regular classrooms without supports and services necessary to ensure student success; if the school climate does not encourage students with more significant disabilities to participate in school activities; or the state law permits a student to drop out at an early age prior to receiving the standard diploma. The analysis of the barriers to achieving the desired result is a critical factor in designing effective strategies to ensure successful implementation of the IDEA. OSEP, the RRCs, and NECTAS are currently working with states to develop procedures to assist in identifying barriers to achieving successful IDEA implementation. While states and their steering committees have flexibility in designing improvement strategies, OSEP is reviewing improvement plans to ensure that states are addressing, as appropriate, a range of implementation barriers, including state and local administration factors, personnel issues, and procedural errors. By understanding and documenting barriers, states can then identify evidence-based strategies designed to remove these barriers, thereby improving accountability for results.

- **Assistance in designing, implementing, and evaluating improvement planning.** OSEP provides states assistance and guidance in developing, implementing, and evaluating improvement plans. After an analysis of barriers to achieving positive results and development of an improvement plan reasonably designed to address the identified issue, the state must conduct an evaluation of the effects of the strategies implemented. Benchmarks contained in the state's improvement plan enable the state to ensure that the improvement strategies selected and implemented achieve the desired results. OSEP is working closely with states and their steering committees to ensure that appropriate methods of data gathering are used to provide information about the success of their improvement plans. States must gather data on the impact and effect of the activity, not just data on the effort. For example, if training is used as an improvement strategy, the state should not rely solely on data such as attendance to indicate success. The state must design and implement strategies to gather "impact" data such as changes in practices that resulted from training activities. The impact data indicate if the identified benchmarks are met. If states are unable to reach an established "benchmark," they must work with OSEP to revise the improvement plan, constantly monitoring progress designed to ensure improved accountability for results.

- **OSEP technical assistance and funded technical assistance providers.** OSEP is increasing its capacity to help states identify issues that need improvement, barriers to achieving positive results for children and their families, and strategies to evaluate the effects of implemented improvement strategies. OSEP's internal planning process gives strong consideration to monitoring findings as well as issues identified by states' self-assessments in determining funding priorities for subsequent fiscal years. OSEP's Research to Practice (RTP) and MSIP Divisions are forging stronger links so that state contacts in MSIP use information from project officers in RTP to disseminate best practice and current research information to states. MSIP and RTP recently established crosscutting workgroups in specialized areas (early childhood, secondary transition, personnel) to ensure a coordinated approach to providing states information on evidence-based practices and technical assistance. OSEP has completed a pilot of a model for providing comprehensive technical assistance to states using MSIP and RTP staff combined with OSEP-funded technical assistance, research, and outreach projects.

Through analyses of monitoring reports[1] from OSEP's on-site monitoring visits during 1998-99 and 1999-00 and information from OSEP's ongoing work with SEA and LA staff and document reviews, OSEP has identified some major systemic challenges for Part B and Part C programs which must be successfully addressed to ensure accountability for improved results throughout the United States.

Services to Infants and Toddlers Under Part C

The CIMP process has documented the fact that significant challenges remain for state LAs in administering Part C programs. Many states have not implemented an effective interagency system of care for young children with disabilities and their families. States have established a program of early intervention services administered by an LA. However, in many states, OSEP has observed two or more state programs designed to serve infants and toddlers, usually administered by different state agencies, operating side-by-side with little or no coordination. Only children served by the lead agency are reported to OSEP as receiving services. This practice may contribute to a depressed national count of children receiving services under Part C. Another potential outcome of this documented fragmentation in the service delivery system for infants and toddlers with disabilities is that all children may not be receiving services to meet all their identified needs if either program does not offer the full array of needed services. A lack of coordination among programs in a state may also lead to other systemic issues, including ineffective utilization of fiscal resources, families not receiving the procedural safeguards to which they are entitled under Part C, duplicative service provision and processes, and confusion for providers. States are beginning to address these concerns through establishment of more inclusive steering committees, greater public input into identification of issues that need to be addressed in creating effective infant and toddler service systems, and strategies for improvement. States are developing improvement strategies to coordinate services to children and their families. The creation of shared, interagency data systems is allowing state programs to collaborate in making programmatic decisions based on knowledge of all state resources and to avoid duplicative activities. This enhanced collaboration will result in increased accountability for results and maximization of resource utilization in Part C programs.

One challenge for states is to develop and implement effective state general supervision and administration practices, specifically in the monitoring and oversight of programs providing early intervention services to eligible children and families. An analysis of the results of the OSEP on-site monitoring in 20 states from the 1998-1999 and 1999-2000 monitoring cycles indicates challenges that remain in this area. Eleven (55%) of the states had monitoring procedures that were ineffective in identifying noncompliance issues or did not address all the Part C requirements. Two (10%) of the states had monitoring procedures that identified noncompliance, but the states has not been effective in ensuring correction of the identified issues. Four (20%) of the states had procedures that did not include the monitoring of all programs used by the state to provide early intervention services. The programs not being monitored were usually programs administered by a state agency other than the LA. This lack of monitoring data is a barrier to states in conducting a comprehensive self-assessment and developing improvement plans that will assist in improving results for young children and their families. OSEP is currently working with these states to develop effective monitoring procedures, explore strategies for interagency monitoring, utilize the results of monitoring to inform state staff and steering committees about implementation issues, and develop improvement strategies to ensure the correction of issues identified by state or Federal monitoring activities, leading to increased accountability for results.

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[1] Monitoring reports are available online at http://www.ed.gov/offices/OSERS/OSEP or by writing to the OSEP Director at the Department of Education.

Child Find efforts continue to be a challenge in some states. Seven (35%) of the states were found in noncompliance for the lack of effective statewide systems to ensuring Child Find efforts were coordinated among state agencies. Nine (45%) of these states did not have effective Child Find or public awareness programs. Five (25%) were not disseminating Child Find materials to primary referral sources. These states were not ensuring that physicians and other critical primary referral sources refer children to the state's early intervention program in a timely manner. OSEP continues to hear from parents that their child's physician told them to "wait and see" after the parents expressed concerns about their child's development. OSEP is working with states to examine the population of children served through the Part C program to determine if the population of children served reflects the demographics of their state and to ensure that all segments of the population are gaining access to services. The 1998-2000 states that were cited for noncompliance in Child Find have made significant progress in identifying eligible children. The 1998-1999 states were serving an average of 1.13% of the general population at the time of OSEP's visit. In December 2000, the 1998-1999 states were serving an average of 1.57%. The 1999-2000 states have made similar gains. At the time of OSEP's visit, the 1999-2000 states were serving 2.18% of the general population of infants and toddlers in the state. In December 2000, an average of 2.59% was being served in the 1999-2000 states. OSEP's work with states is leading to the implementation of coordinated, interagency Child Find and public awareness activities resulting in an increased number of children receiving services.

Service coordination remains a significant challenge for states in implementing their Part C program. A majority (55%) of the states visited during 1998-2000 were not implementing the Federal service coordination requirements. In many of these states, the failure to complete service coordination functions was attributed to high caseloads. Families reported to OSEP that they must coordinate their own services.

The documented failure to provide effective service coordination may affect the state's compliance in other areas. For example, one required service coordination activity is facilitating and participating in the development, review, and evaluation of individualized family service plans (IFSPs). In the monitored states, 11 (55%) were found in noncompliance with requirements related to the development of IFSPs, including the failure to identify and provide services designed to meet the unique needs of the child and family. Another service coordination activity is the coordination of evaluations and assessments. Thirty percent (30%) of these states had not ensured the timely completion of evaluations and assessments in the required areas. OSEP is working with states to gather data to determine if service coordinators are fulfilling their responsibilities and if not, determine the barriers. Once this evidence-based process is completed, OSEP will help provide technical assistance to states targeted to remove these barriers and improve accountability for results.

States continue to concentrate on establishing procedures to ensure a "seamless" transition from Part C to Part B or other appropriate services. The early childhood transition requirements are not being fully implemented in some states, with transition during the spring or summer months being especially difficult. Sixty percent of the states monitored between 1998-2000 were not including transition steps in the IFSPs or convening transition conferences at least 90 days before the child's third birthday. OSEP is working with states to develop procedures to ensure that effective transition occurs, including the development of shared data systems to track children as they move successfully through transition activities required by Part C.

The identification and provision of services and supports to enhance families' capacity to meet the developmental needs of their children is a challenge in some states. Over one-third (35%) of the 1998-2000 states had failed to identify family needs and services on the IFSPs. In addition, families in many states told OSEP they did not have an opportunity to participate in planning and evaluation activities in their states. OSEP is working with states to implement family-directed assessments that will identify supports and services needed to enhance family capacity. OSEP is encouraging states to ensure that parents and other family members, including families from culturally and linguistically diverse populations, become full partners in policymaking, planning, and training activities at the state and local levels.

Services to Children and Youth Under Part B

As indicated by the results of the on-site monitoring visits to 21 states during 1998-2000, SEAs continue to identify challenges in the area of general supervision and administration of programs. More than one-fifth (24%) were identified as not implementing the Part B complaint resolution requirements within required timelines. Fifty-seven percent were not implementing an effective monitoring system that identifies all systemic noncompliance by local school districts. Fifty-four percent of states monitored had not ensured the correction of noncompliance identified through their complaint and monitoring systems. OSEP is assisting these states to develop/modify monitoring procedures and to implement complaint procedures that meet Federal requirements to ensure compliance designed to enhance accountability for results.

Challenges for states in ensuring FAPE include issues related to provision of counseling, psychological services, speech language therapy, occupational and physical therapy and other related services to students who need those services to benefit from special education. A majority (57%) of the 1998-00 states had not ensured the provision of one or more related services, with counseling services/psychological counseling being the most common service not being provided. In 43% of the states, shortages of teachers and related services providers contribute to a failure to provide needed special education services, including the provision of extended school year services. Twenty percent of the states were not providing adequate supports for enabling students with disabilities to access the general curriculum and learn in regular education classrooms; 20% of the states were not including students with disabilities in state and district assessments.

Forty-seven percent of the states were not addressing the secondary transition requirements on students' individual education programs (IEPs). Representatives of other agencies likely to be responsible for providing or paying for transition services were not invited to IEP meetings in 34% of the states. Students were not invited to IEP meetings when postschool transition was discussed in 24% of the states monitored. OSEP is assisting SEAs in designing secondary transition processes to address Federal requirements, tracking the impact of successful implementation of secondary transition procedures, and establishing collaborative relationships with other agencies that are involved with postsecondary programs for young adults with disabilities.

Even though only 3 of the 21 (14%) states monitored in 1998-2000 were in noncompliance with the requirements related to parents attending IEP meetings or participating in placement decisions, maintaining active involvement of parents in their children's educational programs continues to be a priority in many states. SEA staff report to OSEP that the participation of parents from underrepresented segments of the population is especially problematic. States are currently developing strategies designed to increase parental involvement in developing educational programs for children and in advisory and policymaking groups at state and local levels. Many are entering into partnerships with Parent Training and Information Centers (PTIs) and other parent groups to provide training to parents, to foster parent-professional partnerships, and to conduct parent leadership forums. States are utilizing parents as trainers or co-trainers for staff development activities in school districts as part of an effort to improve the quality of professional development activities conducted by schools.

To assist states in meeting these challenges, MSIP continues to work in partnership with SEAs, LAs, steering committees, RTP, external-funded technical assistance providers, and others to enhance efforts currently used in collecting and analyzing data and developing improvement plans that will ensure positive outcomes for children with disabilities and their families. Implementation of the CIMP has increased accountability of states, ensured public involvement and input, focused on processes with the strongest relationship to positive results, created mechanisms for making data-driven decisions, and increased emphasis on accountability for improving results for children with disabilities and their families.

APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (2000-01), placement (1999-2000), personnel (1999-2000), and exiting (1999-2000). Data on infants and toddlers served in accordance with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in prekindergarten through 12th grade, and state grant awards under IDEA are provided. Several tables report national totals only. These totals reflect counts for the United States and Outlying Areas.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group, During the 2000-01 School Year

	AGE GROUP					
STATE	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	7,554	43,047	44,068	87,115	5,159	99,828
ALASKA	1,637	8,218	7,150	15,368	686	17,691
ARIZONA	9,144	43,369	39,936	83,305	3,993	96,442
ARKANSAS	9,387	24,159	25,967	50,126	2,736	62,249
CALIFORNIA	57,651	290,935	272,010	562,945	24,691	645,287
COLORADO	8,209	34,380	33,001	67,381	3,216	78,806
CONNECTICUT	7,172	29,734	33,583	63,317	3,397	73,886
DELAWARE	1,652	7,622	6,847	14,469	639	16,760
DISTRICT OF COLUMBIA	374	4,844	4,592	9,436	749	10,559
FLORIDA	30,660	169,052	152,234	321,286	15,389	367,335
GEORGIA	16,560	82,867	66,675	149,542	5,190	171,292
HAWAII	1,919	10,265	11,046	21,311	721	23,951
IDAHO	3,591	13,215	11,391	24,606	977	29,174
ILLINOIS	28,519	135,285	120,655	255,940	11,636	296,095
INDIANA	15,101	73,852	60,770	134,622	6,597	156,320
IOWA	5,580	29,821	33,365	63,186	3,695	72,461
KANSAS	7,894	26,301	25,327	51,628	2,732	62,254
KENTUCKY	16,372	42,030	32,858	74,888	3,312	94,572
LOUISIANA	9,957	41,872	40,984	82,856	5,125	97,938
MAINE	3,978	15,056	15,086	30,142	1,513	35,633
MARYLAND	10,003	48,922	48,969	97,891	4,183	112,077
MASSACHUSETTS	14,328	66,100	73,344	139,444	8,444	162,216
MICHIGAN	19,937	98,647	92,223	190,870	10,649	221,456
MINNESOTA	11,523	45,935	48,063	93,998	4,434	109,955
MISSISSIPPI	6,944	28,423	24,217	52,640	2,697	62,281
MISSOURI	11,307	60,312	59,130	119,442	6,632	137,381
MONTANA	1,607	8,412	8,248	16,660	862	19,129
NEBRASKA	3,724	19,420	17,594	37,014	2,055	42,793
NEVADA	3,676	17,324	15,882	33,206	1,278	38,160
NEW HAMPSHIRE	2,387	12,077	14,145	26,222	1,468	30,077
NEW JERSEY	16,361	102,704	92,176	194,880	10,474	221,715
NEW MEXICO	4,970	21,424	23,538	44,962	2,324	52,256
NEW YORK	51,623	174,431	189,638	364,069	22,773	438,465
NORTH CAROLINA	17,361	84,191	66,212	150,403	5,303	173,067
NORTH DAKOTA	1,247	5,880	5,814	11,694	711	13,652
OHIO	18,664	102,456	103,580	206,036	12,943	237,643
OKLAHOMA	6,393	37,986	36,969	74,955	4,229	85,577
OREGON	6,926	34,097	31,288	65,385	2,893	75,204
PENNSYLVANIA	20,401	101,146	105,667	206,813	12,564	239,778
PUERTO RICO	7,746	29,460	25,093	54,553	3,205	65,504
RHODE ISLAND	2,614	13,913	12,830	26,743	1,370	30,727
SOUTH CAROLINA	11,775	51,189	39,497	90,686	3,461	105,922
SOUTH DAKOTA	2,286	7,993	5,780	13,773	766	16,825
TENNESSEE	10,699	55,756	53,161	108,917	6,247	125,863
TEXAS	36,442	210,873	223,824	434,697	20,503	491,642
UTAH	5,785	24,526	21,249	45,775	2,361	53,921
VERMONT	1,638	5,784	6,625	12,409	842	14,889
VIRGINIA	14,363	76,260	70,019	146,279	6,936	167,578
WASHINGTON	11,760	54,426	47,725	102,151	4,940	118,851
WEST VIRGINIA	5,445	22,694	19,947	42,641	2,247	50,333
WISCONSIN	14,378	50,905	53,719	104,624	6,228	125,230
WYOMING	1,698	5,588	5,290	10,878	581	13,157
AMERICAN SAMOA	48	327	307	634	15	697
GUAM	205	832	1,066	1,898	164	2,267
NORTHERN MARIANAS	53	211	284	495	21	569
PALAU	10	40	73	113	8	131
VIRGIN ISLANDS	102	440	800	1,240	89	1,431
BUR. OF INDIAN AFFAIRS	338	4,143	3,627	7,770	340	8,448
U.S. AND OUTLYING AREAS	599,678	2,811,171	2,685,158	5,496,329	279,393	6,375,400
50 STATES, D.C. & P.R.	598,922	2,805,178	2,679,001	5,484,179	278,756	6,361,857

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	7,554	14	4,990	36	6
ALASKA	1,637	14	845	2	1
ARIZONA	9,144	138	2,212	234	35
ARKANSAS	9,387	52	4,005	161	3
CALIFORNIA	57,651	4,358	39,355	4,081	136
COLORADO	8,209	89	3,175	25	34
CONNECTICUT	7,172	146	2,583	50	30
DELAWARE	1,652	460	541	118	13
DISTRICT OF COLUMBIA	374	9	180	21	25
FLORIDA	30,660	789	16,475	1,374	391
GEORGIA	16,560	170	10,010	1,371	514
HAWAII	1,919	30	193	31	71
IDAHO	3,591	32	1,251	18	0
ILLINOIS	28,519	1,178	17,833	1,086	485
INDIANA	15,101	235	11,100	1,439	79
IOWA	5,580	32	4,513	349	176
KANSAS	7,894	39	4,259	47	26
KENTUCKY	16,372	7	8,651	62	14
LOUISIANA	9,957	22	4,258	36	2
MAINE	3,978	17	2,197	16	137
MARYLAND	10,003	63	6,489	197	29
MASSACHUSETTS	14,328	4,253	6,472	1,181	533
MICHIGAN	19,937	167	13,175	869	107
MINNESOTA	11,523	99	4,155	141	83
MISSISSIPPI	6,944	0	4,846	0	1
MISSOURI	11,307	308	2,338	175	65
MONTANA	1,607	257	1,049	116	26
NEBRASKA	3,724	47	2,509	226	39
NEVADA	3,676	25	983	48	0
NEW HAMPSHIRE	2,387	3	1,382	1	8
NEW JERSEY	16,361	954	4,581	128	88
NEW MEXICO	4,970	19	869	13	4
NEW YORK	51,623	3,279	32,707	1,413	2,325
NORTH CAROLINA	17,361	43	9,800	208	42
NORTH DAKOTA	1,247	1	861	14	2
OHIO	18,664	0	5,655	7,568	2,224
OKLAHOMA	6,393	9	492	5	2
OREGON	6,926	16	3,868	72	61
PENNSYLVANIA	20,401	471	10,124	355	91
PUERTO RICO	7,746	272	5,933	244	13
RHODE ISLAND	2,614	179	1,148	25	23
SOUTH CAROLINA	11,775	58	8,734	420	17
SOUTH DAKOTA	2,286	74	916	33	13
TENNESSEE	10,699	134	7,888	105	6
TEXAS	36,442	1,064	28,723	810	159
UTAH	5,785	29	2,092	49	29
VERMONT	1,638	0	125	4	3
VIRGINIA	14,363	206	7,059	152	48
WASHINGTON	11,760	15	2,557	6	7
WEST VIRGINIA	5,445	6	3,087	75	24
WISCONSIN	14,378	117	9,969	393	256
WYOMING	1,698	7	1,300	16	2
AMERICAN SAMOA	48	0	26	7	0
GUAM	205	0	57	0	0
NORTHERN MARIANAS	53	0	1	0	0
PALAU	10	0	5	1	0
VIRGIN ISLANDS	102	0	21	2	0
BUR. OF INDIAN AFFAIRS	338	16	216	11	0
U.S. AND OUTLYING AREAS	599,678	20,022	330,838	25,640	8,508
50 STATES, D.C. & P.R.	598,922	20,006	330,512	25,619	8,508

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	124	100	52	80	46
ALASKA	35	9	11	20	1
ARIZONA	51	213	48	40	159
ARKANSAS	80	52	62	78	10
CALIFORNIA	834	1,039	2,284	1,482	534
COLORADO	97	132	245	0	31
CONNECTICUT	95	80	30	118	36
DELAWARE	0	19	138	0	6
DISTRICT OF COLUMBIA	66	13	9	24	1
FLORIDA	0	304	712	447	151
GEORGIA	0	179	99	274	51
HAWAII	66	53	33	88	11
IDAHO	37	24	13	33	14
ILLINOIS	0	458	602	480	99
INDIANA	265	206	331	309	80
IOWA	47	206	89	15	10
KANSAS	25	52	66	77	20
KENTUCKY	133	116	90	71	70
LOUISIANA	54	133	106	63	57
MAINE	137	38	14	96	5
MARYLAND	339	194	96	263	61
MASSACHUSETTS	703	295	273	242	100
MICHIGAN	525	355	1,444	0	108
MINNESOTA	0	205	90	67	26
MISSISSIPPI	8	55	16	0	31
MISSOURI	35	40	42	131	23
MONTANA	32	16	12	49	6
NEBRASKA	33	73	135	407	29
NEVADA	45	49	57	56	12
NEW HAMPSHIRE	38	41	31	147	24
NEW JERSEY	680	74	56	302	15
NEW MEXICO	26	17	8	25	10
NEW YORK	4,376	670	740	3,467	302
NORTH CAROLINA	22	228	187	166	51
NORTH DAKOTA	0	18	32	21	5
OHIO	1,958	368	334	0	159
OKLAHOMA	7	49	3	16	18
OREGON	0	106	205	140	39
PENNSYLVANIA	183	267	214	84	147
PUERTO RICO	362	128	183	400	53
RHODE ISLAND	21	28	21	57	9
SOUTH CAROLINA	28	84	61	113	49
SOUTH DAKOTA	67	21	19	12	4
TENNESSEE	175	158	176	188	75
TEXAS	564	664	709	2,117	455
UTAH	85	169	23	33	153
VERMONT	0	2	2	13	5
VIRGINIA	143	141	84	131	26
WASHINGTON	25	63	43	195	17
WEST VIRGINIA	0	51	6	18	39
WISCONSIN	0	163	286	614	30
WYOMING	5	25	53	56	5
AMERICAN SAMOA	3	3	2	3	4
GUAM	6	4	3	2	3
NORTHERN MARIANAS	1	3	0	0	0
PALAU	0	0	0	4	0
VIRGIN ISLANDS	9	1	2	2	1
BUR. OF INDIAN AFFAIRS	12	5	1	19	1
U.S. AND OUTLYING AREAS	12,662	8,259	10,683	13,355	3,487
50 STATES, D.C. & P.R.	12,631	8,243	10,675	13,325	3,478

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	84	1	7	2,014
ALASKA	27	1	0	671
ARIZONA	94	8	1	5,911
ARKANSAS	95	0	3	4,786
CALIFORNIA	3,422	37	89	0
COLORADO	53	20	10	4,298
CONNECTICUT	152	2	3	3,847
DELAWARE	62	6	2	287
DISTRICT OF COLUMBIA	16	0	1	9
FLORIDA	847	6	30	9,134
GEORGIA	272	3	8	3,609
HAWAII	88	0	4	1,251
IDAHO	28	0	11	2,130
ILLINOIS	670	9	44	5,575
INDIANA	456	3	47	551
IOWA	128	0	15	0
KANSAS	87	1	5	3,190
KENTUCKY	168	2	6	6,982
LOUISIANA	121	2	8	5,095
MAINE	150	0	4	1,167
MARYLAND	371	3	19	1,879
MASSACHUSETTS	231	4	41	0
MICHIGAN	631	0	0	2,556
MINNESOTA	345	4	12	6,296
MISSISSIPPI	34	0	5	1,948
MISSOURI	134	1	5	8,010
MONTANA	40	4	0	0
NEBRASKA	37	2	12	175
NEVADA	89	1	5	2,306
NEW HAMPSHIRE	55	0	1	656
NEW JERSEY	397	5	39	9,042
NEW MEXICO	6	1	0	3,972
NEW YORK	2,244	0	100	0
NORTH CAROLINA	261	2	11	6,340
NORTH DAKOTA	17	0	5	271
OHIO	326	3	69	0
OKLAHOMA	9	2	2	5,779
OREGON	429	5	10	1,975
PENNSYLVANIA	594	17	104	7,750
PUERTO RICO	147	3	8	0
RHODE ISLAND	48	0	2	1,053
SOUTH CAROLINA	121	0	2	2,088
SOUTH DAKOTA	35	0	3	1,089
TENNESSEE	153	4	20	1,617
TEXAS	1,108	17	52	0
UTAH	58	25	7	3,033
VERMONT	14	0	0	1,470
VIRGINIA	222	1	7	6,143
WASHINGTON	64	1	6	8,761
WEST VIRGINIA	14	1	3	2,121
WISCONSIN	306	1	36	2,207
WYOMING	21	0	5	203
AMERICAN SAMOA	0	0	0	0
GUAM	4	0	1	125
NORTHERN MARIANAS	0	0	1	47
PALAU	0	0	0	0
VIRGIN ISLANDS	4	0	0	60
BUR. OF INDIAN AFFAIRS	1	0	0	56
U.S. AND OUTLYING AREAS	15,590	208	891	149,535
50 STATES, D.C. & P.R.	15,581	208	889	149,247

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	92,274	42,093	15,972	20,224	4,854
ALASKA	16,054	9,191	3,169	819	843
ARIZONA	87,298	51,059	15,209	7,215	5,312
ARKANSAS	52,862	22,490	9,569	11,773	488
CALIFORNIA	587,636	344,595	125,095	35,549	22,188
COLORADO	70,597	34,201	13,326	3,461	8,753
CONNECTICUT	66,714	30,615	12,347	3,731	7,332
DELAWARE	15,108	9,049	1,650	2,039	675
DISTRICT OF COLUMBIA	10,185	5,117	960	1,342	1,861
FLORIDA	336,675	164,225	75,100	39,421	37,082
GEORGIA	154,732	48,665	32,726	30,204	24,100
HAWAII	22,032	10,722	2,326	2,692	3,371
IDAHO	25,583	14,595	4,167	1,929	822
ILLINOIS	267,576	134,494	56,079	27,712	30,699
INDIANA	141,219	59,362	36,056	21,862	12,107
IOWA	66,881	33,809	4,223	16,494	9,905
KANSAS	54,360	23,975	10,635	5,553	4,244
KENTUCKY	78,200	20,448	17,947	17,950	5,858
LOUISIANA	87,981	35,947	19,170	12,024	5,369
MAINE	31,655	13,126	7,537	1,047	3,697
MARYLAND	102,074	44,316	23,893	6,698	9,116
MASSACHUSETTS	147,888	90,882	21,851	14,559	12,893
MICHIGAN	201,519	94,511	39,912	24,121	19,147
MINNESOTA	98,432	38,802	16,370	10,097	17,592
MISSISSIPPI	55,337	27,318	16,230	5,800	683
MISSOURI	126,074	65,763	26,131	12,387	9,164
MONTANA	17,522	9,651	3,319	1,229	1,029
NEBRASKA	39,069	16,084	9,724	5,951	2,630
NEVADA	34,484	21,703	5,728	1,757	1,822
NEW HAMPSHIRE	27,690	13,339	5,516	1,009	2,546
NEW JERSEY	205,354	111,288	42,824	5,772	13,785
NEW MEXICO	47,286	28,357	8,676	1,900	3,052
NEW YORK	386,842	204,158	59,337	15,801	42,925
NORTH CAROLINA	155,706	66,965	27,622	28,844	10,267
NORTH DAKOTA	12,405	5,620	3,390	1,232	1,035
OHIO	218,979	85,490	38,467	51,471	15,125
OKLAHOMA	79,184	44,631	14,294	8,475	4,171
OREGON	68,278	34,335	15,204	4,365	4,634
PENNSYLVANIA	219,377	122,386	36,022	27,052	19,864
PUERTO RICO	57,758	31,284	7,540	13,055	819
RHODE ISLAND	28,113	15,683	5,052	1,206	2,540
SOUTH CAROLINA	94,147	43,037	21,165	16,954	6,002
SOUTH DAKOTA	14,539	7,405	3,222	1,441	778
TENNESSEE	115,164	54,371	24,922	14,493	3,590
TEXAS	455,200	258,386	71,091	24,904	35,323
UTAH	48,136	27,973	8,836	3,183	3,471
VERMONT	13,251	5,039	2,120	1,412	2,186
VIRGINIA	153,215	74,858	23,381	14,190	12,947
WASHINGTON	107,091	50,756	15,934	6,591	4,908
WEST VIRGINIA	44,888	18,986	10,992	9,229	2,124
WISCONSIN	110,852	52,530	17,416	13,026	16,256
WYOMING	11,459	5,760	2,661	633	948
AMERICAN SAMOA	649	521	26	63	7
GUAM	2,062	1,545	186	95	19
NORTHERN MARIANAS	516	323	29	61	2
PALAU	121	87	7	5	1
VIRGIN ISLANDS	1,329	549	130	452	77
BUR. OF INDIAN AFFAIRS	8,110	4,747	1,325	424	625
U.S. AND OUTLYING AREAS	5,775,722	2,887,217	1,093,808	612,978	473,663
50 STATES, D.C. & P.R.	5,762,935	2,879,445	1,092,105	611,878	472,932

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,356	975	603	3,994	427
ALASKA	484	222	69	932	45
ARIZONA	2,513	1,456	721	1,788	564
ARKANSAS	1,087	592	190	5,636	191
CALIFORNIA	5,366	9,336	11,455	18,426	3,687
COLORADO	2,989	1,221	5,569	0	309
CONNECTICUT	2,197	751	218	7,830	326
DELAWARE	0	219	1,118	0	51
DISTRICT OF COLUMBIA	408	83	83	162	18
FLORIDA	0	3,134	4,276	8,246	1,100
GEORGIA	0	1,466	947	13,720	602
HAWAII	271	370	133	1,338	77
IDAHO	500	299	117	1,203	114
ILLINOIS	0	3,343	2,766	7,618	1,020
INDIANA	1,208	1,711	1,358	3,641	780
IOWA	282	554	680	129	136
KANSAS	1,992	576	452	5,258	211
KENTUCKY	2,409	649	443	6,781	424
LOUISIANA	951	1,324	1,389	7,769	424
MAINE	2,728	247	76	2,554	87
MARYLAND	6,098	1,211	477	7,469	515
MASSACHUSETTS	2,687	1,399	884	1,192	616
MICHIGAN	2,838	3,006	12,970	0	873
MINNESOTA	0	1,896	1,480	7,767	382
MISSISSIPPI	480	589	1,705	0	236
MISSOURI	880	1,182	663	7,486	418
MONTANA	573	195	76	1,145	63
NEBRASKA	379	592	451	2,388	206
NEVADA	660	424	284	1,427	136
NEW HAMPSHIRE	381	260	141	3,600	137
NEW JERSEY	19,518	1,524	609	6,684	335
NEW MEXICO	1,116	515	267	2,093	181
NEW YORK	21,768	5,647	2,783	25,215	1,902
NORTH CAROLINA	1,751	2,011	1,046	13,211	621
NORTH DAKOTA	0	127	126	619	55
OHIO	13,320	2,495	2,267	6,554	1,085
OKLAHOMA	1,611	775	482	3,449	353
OREGON	0	981	747	4,835	321
PENNSYLVANIA	1,986	2,648	1,263	2,203	1,152
PUERTO RICO	1,146	847	508	1,525	506
RHODE ISLAND	300	238	121	2,541	68
SOUTH CAROLINA	261	1,070	785	3,546	312
SOUTH DAKOTA	566	136	95	574	47
TENNESSEE	1,743	1,303	1,095	8,876	776
TEXAS	8,629	5,519	5,486	36,539	2,289
UTAH	1,256	575	171	1,154	232
VERMONT	113	212	111	1,197	50
VIRGINIA	2,392	1,315	756	13,930	474
WASHINGTON	2,724	1,486	845	17,763	314
WEST VIRGINIA	0	393	192	2,315	213
WISCONSIN	0	1,394	1,325	6,269	409
WYOMING	37	169	137	883	57
AMERICAN SAMOA	20	2	1	3	4
GUAM	60	33	13	58	10
NORTHERN MARIANAS	40	10	9	10	5
PALAU	5	4	6	4	1
VIRGIN ISLANDS	22	18	1	33	7
BUR. OF INDIAN AFFAIRS	458	38	16	268	21
U.S. AND OUTLYING AREAS	122,559	70,767	73,057	291,850	25,975
50 STATES, D.C. & P.R.	121,954	70,662	73,011	291,474	25,927

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	765	8	254	749
ALASKA	195	5	70	10
ARIZONA	1,119	36	306	0
ARKANSAS	671	14	161	0
CALIFORNIA	10,557	147	1,235	0
COLORADO	453	69	246	0
CONNECTICUT	1,225	55	87	0
DELAWARE	263	42	2	0
DISTRICT OF COLUMBIA	103	10	25	13
FLORIDA	3,626	50	415	0
GEORGIA	1,916	21	365	0
HAWAII	276	3	61	392
IDAHO	291	15	147	1,384
ILLINOIS	3,103	60	682	0
INDIANA	2,621	31	482	0
IOWA	537	3	129	0
KANSAS	619	10	183	652
KENTUCKY	864	14	189	4,224
LOUISIANA	1,145	12	301	2,156
MAINE	444	4	108	0
MARYLAND	1,933	26	322	0
MASSACHUSETTS	575	48	302	0
MICHIGAN	4,075	0	0	66
MINNESOTA	2,448	45	346	1,207
MISSISSIPPI	385	13	122	1,776
MISSOURI	1,589	49	336	26
MONTANA	163	18	61	0
NEBRASKA	337	10	191	126
NEVADA	394	5	144	0
NEW HAMPSHIRE	342	5	61	353
NEW JERSEY	2,925	29	61	0
NEW MEXICO	225	18	218	668
NEW YORK	5,943	42	1,321	0
NORTH CAROLINA	2,374	21	422	551
NORTH DAKOTA	118	4	30	49
OHIO	2,217	17	471	0
OKLAHOMA	666	14	263	0
OREGON	2,516	33	307	0
PENNSYLVANIA	3,304	41	1,456	0
PUERTO RICO	473	30	25	0
RHODE ISLAND	309	4	51	0
SOUTH CAROLINA	852	18	98	47
SOUTH DAKOTA	227	1	47	0
TENNESSEE	935	4	246	2,810
TEXAS	6,023	73	938	0
UTAH	584	72	327	302
VERMONT	160	6	75	570
VIRGINIA	1,983	6	304	6,679
WASHINGTON	1,620	30	323	3,797
WEST VIRGINIA	312	20	112	0
WISCONSIN	1,823	7	321	76
WYOMING	94	0	80	0
AMERICAN SAMOA	1	0	1	0
GUAM	16	1	2	24
NORTHERN MARIANAS	2	0	0	25
PALAU	1	0	0	0
VIRGIN ISLANDS	6	0	1	33
BUR. OF INDIAN AFFAIRS	6	1	11	170
U.S. AND OUTLYING AREAS	78,749	1,320	14,844	28,935
50 STATES, D.C. & P.R.	78,717	1,318	14,829	28,683

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B By Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	43,047	15,303	14,561	6,709	1,679
ALASKA	8,218	3,875	2,792	329	240
ARIZONA	43,369	20,416	13,818	3,088	1,887
ARKANSAS	24,159	7,097	8,567	4,133	176
CALIFORNIA	290,935	130,385	108,645	14,690	5,993
COLORADO	34,380	14,340	10,455	1,272	3,076
CONNECTICUT	29,734	11,666	9,298	1,253	1,816
DELAWARE	7,622	4,041	1,580	843	262
DISTRICT OF COLUMBIA	4,844	2,239	779	516	775
FLORIDA	169,052	64,822	64,636	15,113	14,011
GEORGIA	82,867	19,345	30,309	12,153	10,986
HAWAII	10,265	4,240	2,022	1,042	1,119
IDAHO	13,215	6,200	3,566	612	239
ILLINOIS	135,285	54,251	50,215	11,117	9,580
INDIANA	73,852	21,062	33,469	9,350	3,764
IOWA	29,821	13,906	3,640	7,246	4,034
KANSAS	26,301	8,568	9,769	2,065	1,296
KENTUCKY	42,030	6,703	16,593	6,556	2,117
LOUISIANA	41,872	10,712	17,034	4,072	1,671
MAINE	15,056	4,938	5,738	312	1,234
MARYLAND	48,922	15,866	18,877	2,500	2,661
MASSACHUSETTS	66,100	37,772	15,797	5,173	4,189
MICHIGAN	98,647	34,666	35,548	9,868	6,736
MINNESOTA	45,935	14,747	13,759	3,820	5,544
MISSISSIPPI	28,423	8,300	14,905	1,629	224
MISSOURI	60,312	23,362	22,352	4,818	3,481
MONTANA	8,412	3,722	2,971	518	306
NEBRASKA	19,420	6,009	7,809	2,240	1,001
NEVADA	17,324	8,782	5,307	697	655
NEW HAMPSHIRE	12,077	5,067	3,547	268	679
NEW JERSEY	102,704	43,407	38,022	1,986	3,551
NEW MEXICO	21,424	10,000	7,084	598	949
NEW YORK	174,431	72,106	48,355	5,249	15,278
NORTH CAROLINA	84,191	29,751	26,153	12,449	4,313
NORTH DAKOTA	5,880	1,938	2,691	398	308
OHIO	102,456	29,686	34,549	19,842	5,163
OKLAHOMA	37,986	16,177	13,146	3,371	1,498
OREGON	34,097	13,814	12,388	1,484	1,693
PENNSYLVANIA	101,146	44,706	32,769	10,402	5,993
PUERTO RICO	29,460	15,020	6,793	4,443	426
RHODE ISLAND	13,913	6,870	4,134	501	670
SOUTH CAROLINA	51,189	18,611	20,372	6,368	2,281
SOUTH DAKOTA	7,993	3,269	3,058	531	325
TENNESSEE	55,756	19,782	21,365	4,346	937
TEXAS	210,873	91,751	65,481	9,047	11,961
UTAH	24,526	11,979	7,694	1,101	1,428
VERMONT	5,784	1,974	1,249	518	601
VIRGINIA	76,260	30,288	21,182	4,653	3,782
WASHINGTON	54,426	20,877	14,684	2,348	1,865
WEST VIRGINIA	22,694	6,178	10,461	3,550	785
WISCONSIN	50,905	19,134	15,278	4,930	5,164
WYOMING	5,588	2,185	2,228	219	289
AMERICAN SAMOA	327	254	23	33	1
GUAM	832	488	164	38	5
NORTHERN MARIANAS	211	94	27	19	1
PALAU	40	23	7	0	0
VIRGIN ISLANDS	440	150	110	83	23
BUR. OF INDIAN AFFAIRS	4,143	2,048	1,091	168	191
U.S. AND OUTLYING AREAS	2,811,171	1,094,962	958,916	232,677	160,912
50 STATES, D.C. & P.R.	2,805,178	1,091,905	957,494	232,336	160,691

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	584	459	335	1,926	187
ALASKA	230	92	46	440	19
ARIZONA	900	745	408	934	309
ARKANSAS	528	260	92	2,671	81
CALIFORNIA	2,166	4,396	5,759	9,163	1,756
COLORADO	1,306	587	2,773	0	135
CONNECTICUT	992	373	144	3,195	150
DELAWARE	0	98	605	0	26
DISTRICT OF COLUMBIA	226	47	41	109	10
FLORIDA	0	1,394	2,073	3,857	525
GEORGIA	0	721	527	6,987	309
HAWAII	126	166	68	833	36
IDAHO	211	140	60	510	45
ILLINOIS	0	1,710	1,491	4,025	489
INDIANA	649	808	750	1,801	377
IOWA	87	242	242	59	51
KANSAS	600	257	275	2,225	98
KENTUCKY	1,105	275	242	3,289	212
LOUISIANA	368	558	684	3,671	181
MAINE	1,197	122	40	1,121	43
MARYLAND	2,751	598	251	3,821	221
MASSACHUSETTS	923	582	477	515	290
MICHIGAN	1,296	1,573	6,087	0	399
MINNESOTA	0	869	760	3,333	186
MISSISSIPPI	177	244	772	0	125
MISSOURI	440	544	372	3,571	174
MONTANA	212	93	40	392	24
NEBRASKA	138	268	277	1,173	101
NEVADA	337	207	157	744	77
NEW HAMPSHIRE	156	124	75	1,486	68
NEW JERSEY	8,750	714	295	3,670	145
NEW MEXICO	473	206	128	1,038	80
NEW YORK	10,785	2,701	1,707	12,863	899
NORTH CAROLINA	745	1,000	549	6,699	292
NORTH DAKOTA	0	54	72	269	23
OHIO	5,871	1,097	1,168	2,860	497
OKLAHOMA	785	351	279	1,706	140
OREGON	0	448	375	2,184	127
PENNSYLVANIA	951	1,269	588	1,092	528
PUERTO RICO	563	424	297	962	240
RHODE ISLAND	137	96	69	1,177	26
SOUTH CAROLINA	87	527	389	1,820	147
SOUTH DAKOTA	273	65	47	260	19
TENNESSEE	686	586	594	3,620	363
TEXAS	4,123	2,573	2,810	17,757	1,105
UTAH	463	269	85	509	131
VERMONT	37	108	50	549	13
VIRGINIA	1,001	645	398	6,040	188
WASHINGTON	867	658	469	7,496	143
WEST VIRGINIA	0	187	86	1,097	104
WISCONSIN	0	668	721	3,421	195
WYOMING	24	74	77	400	15
AMERICAN SAMOA	9	1	1	1	2
GUAM	28	20	10	37	5
NORTHERN MARIANAS	23	3	7	6	5
PALAU	3	3	2	1	0
VIRGIN ISLANDS	10	6	1	19	2
BUR. OF INDIAN AFFAIRS	219	19	9	213	6
U.S. AND OUTLYING AREAS	54,598	33,324	37,206	139,617	12,144
50 STATES, D.C. & P.R.	54,306	33,272	37,176	139,340	12,124

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	479	0	76	749
ALASKA	138	1	26	10
ARIZONA	731	21	112	0
ARKANSAS	488	4	62	0
CALIFORNIA	7,467	70	445	0
COLORADO	317	35	84	0
CONNECTICUT	800	23	24	0
DELAWARE	147	19	1	0
DISTRICT OF COLUMBIA	73	2	14	13
FLORIDA	2,426	19	176	0
GEORGIA	1,386	8	136	0
HAWAII	195	1	25	392
IDAHO	177	5	66	1,384
ILLINOIS	2,123	24	260	0
INDIANA	1,624	11	187	0
IOWA	276	2	36	0
KANSAS	421	4	71	652
KENTUCKY	638	7	69	4,224
LOUISIANA	649	5	111	2,156
MAINE	279	0	32	0
MARYLAND	1,245	10	121	0
MASSACHUSETTS	290	13	79	0
MICHIGAN	2,408	0	0	66
MINNESOTA	1,574	26	110	1,207
MISSISSIPPI	220	5	46	1,776
MISSOURI	1,030	9	133	26
MONTANA	112	8	14	0
NEBRASKA	206	7	65	126
NEVADA	298	3	60	0
NEW HAMPSHIRE	234	2	18	353
NEW JERSEY	2,124	15	25	0
NEW MEXICO	120	8	72	668
NEW YORK	3,987	15	486	0
NORTH CAROLINA	1,507	9	173	551
NORTH DAKOTA	71	2	5	49
OHIO	1,537	8	178	0
OKLAHOMA	438	2	93	0
OREGON	1,471	14	99	0
PENNSYLVANIA	2,232	19	597	0
PUERTO RICO	264	13	15	0
RHODE ISLAND	211	2	20	0
SOUTH CAROLINA	498	7	35	47
SOUTH DAKOTA	137	0	9	0
TENNESSEE	575	1	91	2,810
TEXAS	3,876	35	354	0
UTAH	406	37	122	302
VERMONT	87	5	23	570
VIRGINIA	1,299	2	103	6,679
WASHINGTON	1,094	15	113	3,797
WEST VIRGINIA	202	11	33	0
WISCONSIN	1,205	3	110	76
WYOMING	54	0	23	0
AMERICAN SAMOA	1	0	1	0
GUAM	12	0	1	24
NORTHERN MARIANAS	1	0	0	25
PALAU	1	0	0	0
VIRGIN ISLANDS	3	0	0	33
BUR. OF INDIAN AFFAIRS	4	1	4	170
U.S. AND OUTLYING AREAS	51,868	568	5,444	28,935
50 STATES, D.C. & P.R.	51,846	567	5,438	28,683

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	44,068	24,369	1,376	11,619	2,907
ALASKA	7,150	4,936	359	391	564
ARIZONA	39,936	28,438	1,333	3,276	3,193
ARKANSAS	25,967	13,916	971	6,743	294
CALIFORNIA	272,010	201,443	15,838	15,329	14,752
COLORADO	33,001	18,380	2,732	1,725	5,239
CONNECTICUT	33,583	17,516	2,947	1,884	4,918
DELAWARE	6,847	4,683	70	1,000	387
DISTRICT OF COLUMBIA	4,592	2,601	175	646	871
FLORIDA	152,234	91,986	10,083	19,948	20,994
GEORGIA	66,675	27,843	2,375	15,569	12,491
HAWAII	11,046	6,224	300	1,456	2,101
IDAHO	11,391	7,861	581	1,103	534
ILLINOIS	120,655	74,629	5,668	13,375	19,401
INDIANA	60,770	34,691	2,538	10,832	7,759
IOWA	33,365	18,064	553	8,169	5,393
KANSAS	25,327	14,178	840	2,787	2,726
KENTUCKY	32,858	12,622	1,328	9,903	3,562
LOUISIANA	40,984	22,707	2,072	6,570	3,432
MAINE	15,086	7,435	1,693	590	2,280
MARYLAND	48,969	26,779	4,852	3,365	5,924
MASSACHUSETTS	73,344	49,056	5,657	7,546	7,613
MICHIGAN	92,223	54,976	4,233	11,212	11,513
MINNESOTA	48,063	22,607	2,535	4,777	11,318
MISSISSIPPI	24,217	17,379	1,294	3,467	429
MISSOURI	59,130	38,216	3,671	6,241	5,298
MONTANA	8,248	5,405	328	580	678
NEBRASKA	17,594	9,222	1,829	3,007	1,521
NEVADA	15,882	12,132	412	829	1,103
NEW HAMPSHIRE	14,145	7,584	1,799	538	1,715
NEW JERSEY	92,176	62,104	4,617	2,931	9,029
NEW MEXICO	23,538	16,996	1,507	980	1,897
NEW YORK	189,638	119,092	10,612	7,778	25,065
NORTH CAROLINA	66,212	35,222	1,432	14,313	5,680
NORTH DAKOTA	5,814	3,338	654	629	675
OHIO	103,580	50,702	3,846	27,869	9,131
OKLAHOMA	36,969	25,641	1,120	4,381	2,476
OREGON	31,288	19,224	2,666	2,177	2,758
PENNSYLVANIA	105,667	70,567	3,179	13,842	12,439
PUERTO RICO	25,093	15,188	722	6,945	346
RHODE ISLAND	12,830	7,991	886	558	1,673
SOUTH CAROLINA	39,497	23,150	784	9,041	3,515
SOUTH DAKOTA	5,780	3,791	157	690	416
TENNESSEE	53,161	31,535	3,333	8,482	2,425
TEXAS	223,824	154,736	5,486	12,120	21,984
UTAH	21,249	14,910	1,120	1,476	1,920
VERMONT	6,625	2,782	782	730	1,435
VIRGINIA	70,019	41,281	2,133	7,764	8,391
WASHINGTON	47,725	27,761	1,227	3,341	2,822
WEST VIRGINIA	19,947	11,636	517	4,882	1,246
WISCONSIN	53,719	30,520	2,053	6,418	10,051
WYOMING	5,290	3,261	408	309	625
AMERICAN SAMOA	307	263	3	22	6
GUAM	1,066	923	21	46	11
NORTHERN MARIANAS	284	220	2	37	1
PALAU	73	59	0	4	1
VIRGIN ISLANDS	800	362	20	325	53
BUR. OF INDIAN AFFAIRS	3,627	2,474	218	221	417
U.S. AND OUTLYING AREAS	2,685,158	1,653,607	129,947	312,788	287,398
50 STATES, D.C. & P.R.	2,679,001	1,649,306	129,683	312,133	286,909

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	570	444	239	1,932	212
ALASKA	204	114	21	447	23
ARIZONA	1,310	612	255	805	226
ARKANSAS	487	294	86	2,828	97
CALIFORNIA	2,223	4,349	4,547	8,666	1,635
COLORADO	1,325	548	2,619	0	147
CONNECTICUT	946	331	64	4,390	151
DELAWARE	0	110	470	0	21
DISTRICT OF COLUMBIA	150	29	32	40	7
FLORIDA	0	1,549	1,886	4,082	505
GEORGIA	0	658	381	6,433	255
HAWAII	109	180	58	477	39
IDAHO	230	147	50	649	61
ILLINOIS	0	1,443	1,082	3,390	480
INDIANA	427	802	530	1,729	346
IOWA	122	276	379	60	68
KANSAS	1,160	275	151	2,846	96
KENTUCKY	1,107	320	172	3,349	192
LOUISIANA	378	659	602	3,823	207
MAINE	1,346	112	30	1,346	36
MARYLAND	2,757	559	208	3,521	242
MASSACHUSETTS	1,240	695	344	535	278
MICHIGAN	1,063	1,261	6,211	0	416
MINNESOTA	0	912	611	4,158	168
MISSISSIPPI	227	292	831	0	91
MISSOURI	354	559	251	3,683	200
MONTANA	300	95	33	705	32
NEBRASKA	175	282	147	1,123	90
NEVADA	235	195	110	649	53
NEW HAMPSHIRE	173	123	58	1,973	60
NEW JERSEY	8,829	706	275	2,825	175
NEW MEXICO	498	273	114	978	89
NEW YORK	8,792	2,487	974	11,709	839
NORTH CAROLINA	767	905	439	6,214	296
NORTH DAKOTA	0	61	46	325	29
OHIO	5,156	1,214	919	3,382	509
OKLAHOMA	658	370	185	1,612	187
OREGON	0	458	316	2,458	149
PENNSYLVANIA	722	1,236	520	1,031	508
PUERTO RICO	404	356	190	518	246
RHODE ISLAND	127	116	47	1,274	40
SOUTH CAROLINA	112	447	331	1,638	133
SOUTH DAKOTA	215	64	40	284	23
TENNESSEE	733	617	404	4,873	353
TEXAS	3,478	2,597	2,384	17,712	1,027
UTAH	469	274	78	583	84
VERMONT	45	86	42	593	30
VIRGINIA	1,095	585	305	7,488	248
WASHINGTON	1,345	744	316	9,397	145
WEST VIRGINIA	0	176	86	1,157	96
WISCONSIN	0	642	518	2,632	189
WYOMING	11	84	45	436	36
AMERICAN SAMOA	8	1	0	2	2
GUAM	22	11	3	19	4
NORTHERN MARIANAS	10	7	2	4	0
PALAU	1	1	4	3	0
VIRGIN ISLANDS	9	11	0	14	4
BUR. OF INDIAN AFFAIRS	204	14	6	53	14
U.S. AND OUTLYING AREAS	52,328	32,768	31,047	142,853	11,889
50 STATES, D.C. & P.R.	52,074	32,723	31,032	142,758	11,865

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	248	6	146
ALASKA	53	4	34
ARIZONA	316	9	163
ARKANSAS	162	8	81
CALIFORNIA	2,528	56	644
COLORADO	118	26	142
CONNECTICUT	367	25	44
DELAWARE	94	11	1
DISTRICT OF COLUMBIA	27	5	9
FLORIDA	977	23	201
GEORGIA	456	9	205
HAWAII	72	2	28
IDAHO	98	8	69
ILLINOIS	797	26	364
INDIANA	844	15	257
IOWA	208	1	72
KANSAS	168	6	94
KENTUCKY	199	5	99
LOUISIANA	377	5	152
MAINE	152	2	64
MARYLAND	580	11	171
MASSACHUSETTS	191	29	160
MICHIGAN	1,338	0	0
MINNESOTA	767	14	196
MISSISSIPPI	138	6	63
MISSOURI	474	20	163
MONTANA	49	7	36
NEBRASKA	93	3	102
NEVADA	90	2	72
NEW HAMPSHIRE	90	1	31
NEW JERSEY	654	9	22
NEW MEXICO	86	4	116
NEW YORK	1,580	10	700
NORTH CAROLINA	718	9	217
NORTH DAKOTA	38	1	18
OHIO	605	8	239
OKLAHOMA	193	9	137
OREGON	895	14	173
PENNSYLVANIA	923	16	684
PUERTO RICO	162	11	5
RHODE ISLAND	90	2	26
SOUTH CAROLINA	290	7	49
SOUTH DAKOTA	69	1	30
TENNESSEE	280	2	124
TEXAS	1,778	27	495
UTAH	136	23	176
VERMONT	65	1	34
VIRGINIA	555	1	173
WASHINGTON	453	9	165
WEST VIRGINIA	89	5	57
WISCONSIN	525	4	167
WYOMING	34	0	41
AMERICAN SAMOA	0	0	0
GUAM	4	1	1
NORTHERN MARIANAS	1	0	0
PALAU	0	0	0
VIRGIN ISLANDS	2	0	0
BUR. OF INDIAN AFFAIRS	2	0	4
U.S. AND OUTLYING AREAS	22,298	519	7,716
50 STATES, D.C. & P.R.	22,289	518	7,711

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	5,159	2,421	35	1,896	268
ALASKA	686	380	18	99	39
ARIZONA	3,993	2,205	58	851	232
ARKANSAS	2,736	1,477	31	897	18
CALIFORNIA	24,691	12,767	612	5,530	1,443
COLORADO	3,216	1,481	139	464	438
CONNECTICUT	3,397	1,433	102	594	598
DELAWARE	639	325	0	196	26
DISTRICT OF COLUMBIA	749	277	6	180	215
FLORIDA	15,389	7,417	381	4,360	2,077
GEORGIA	5,190	1,477	42	2,482	623
HAWAII	721	258	4	194	151
IDAHO	977	534	20	214	49
ILLINOIS	11,636	5,614	196	3,220	1,718
INDIANA	6,597	3,609	49	1,680	584
IOWA	3,695	1,839	30	1,079	478
KANSAS	2,732	1,229	26	701	222
KENTUCKY	3,312	1,123	26	1,491	179
LOUISIANA	5,125	2,528	64	1,382	266
MAINE	1,513	753	106	145	183
MARYLAND	4,183	1,671	164	833	531
MASSACHUSETTS	8,444	4,054	397	1,840	1,091
MICHIGAN	10,649	4,869	131	3,041	898
MINNESOTA	4,434	1,448	76	1,500	730
MISSISSIPPI	2,697	1,639	31	704	30
MISSOURI	6,632	4,185	108	1,328	385
MONTANA	862	524	20	131	45
NEBRASKA	2,055	853	86	704	108
NEVADA	1,278	789	9	231	64
NEW HAMPSHIRE	1,468	688	170	203	152
NEW JERSEY	10,474	5,777	185	855	1,205
NEW MEXICO	2,324	1,361	85	322	206
NEW YORK	22,773	12,960	370	2,774	2,582
NORTH CAROLINA	5,303	1,992	37	2,082	274
NORTH DAKOTA	711	344	45	205	52
OHIO	12,943	5,102	72	3,760	831
OKLAHOMA	4,229	2,813	28	723	197
OREGON	2,893	1,297	150	704	183
PENNSYLVANIA	12,564	7,113	74	2,808	1,432
PUERTO RICO	3,205	1,076	25	1,667	47
RHODE ISLAND	1,370	822	32	147	197
SOUTH CAROLINA	3,461	1,276	9	1,545	206
SOUTH DAKOTA	766	345	7	220	37
TENNESSEE	6,247	3,054	224	1,665	228
TEXAS	20,503	11,899	124	3,737	1,378
UTAH	2,361	1,084	22	606	123
VERMONT	842	283	89	164	150
VIRGINIA	6,936	3,289	66	1,773	774
WASHINGTON	4,940	2,118	23	902	221
WEST VIRGINIA	2,247	1,172	14	797	93
WISCONSIN	6,228	2,876	85	1,678	1,041
WYOMING	581	314	25	105	34
AMERICAN SAMOA	15	4	0	8	0
GUAM	164	134	1	11	3
NORTHERN MARIANAS	21	9	0	5	0
PALAU	8	5	0	1	0
VIRGIN ISLANDS	89	37	0	44	1
BUR. OF INDIAN AFFAIRS	340	225	16	35	17
U.S. AND OUTLYING AREAS	279,393	138,648	4,945	67,513	25,353
50 STATES, D.C. & P.R.	278,756	138,234	4,928	67,409	25,332

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	202	72	29	136	28
ALASKA	70	16	2	45	3
ARIZONA	303	99	58	49	29
ARKANSAS	72	38	12	137	13
CALIFORNIA	977	591	1,149	597	296
COLORADO	358	86	177	0	27
CONNECTICUT	259	47	10	245	25
DELAWARE	0	11	43	0	4
DISTRICT OF COLUMBIA	32	7	10	13	1
FLORIDA	0	191	317	307	70
GEORGIA	0	87	39	300	38
HAWAII	36	24	7	28	2
IDAHO	59	12	7	44	8
ILLINOIS	0	190	193	203	51
INDIANA	132	101	78	111	57
IOWA	73	36	59	10	17
KANSAS	232	44	26	187	17
KENTUCKY	197	54	29	143	20
LOUISIANA	205	107	103	275	36
MAINE	185	13	6	87	8
MARYLAND	590	54	18	127	52
MASSACHUSETTS	524	122	63	142	48
MICHIGAN	479	172	672	0	58
MINNESOTA	0	115	109	276	28
MISSISSIPPI	76	53	102	0	20
MISSOURI	86	79	40	232	44
MONTANA	61	7	3	48	7
NEBRASKA	66	42	27	92	15
NEVADA	88	22	17	34	6
NEW HAMPSHIRE	52	13	8	141	9
NEW JERSEY	1,939	104	39	189	15
NEW MEXICO	145	36	25	77	12
NEW YORK	2,191	459	102	643	164
NORTH CAROLINA	239	106	58	298	33
NORTH DAKOTA	0	12	8	25	3
OHIO	2,293	184	180	312	79
OKLAHOMA	168	54	18	131	26
OREGON	0	75	56	193	45
PENNSYLVANIA	313	143	155	80	116
PUERTO RICO	179	67	21	45	20
RHODE ISLAND	36	26	5	90	2
SOUTH CAROLINA	62	96	65	88	32
SOUTH DAKOTA	78	7	8	30	5
TENNESSEE	324	100	97	383	60
TEXAS	1,028	349	292	1,070	157
UTAH	324	32	8	62	17
VERMONT	31	18	19	55	7
VIRGINIA	296	85	53	402	38
WASHINGTON	512	84	60	870	26
WEST VIRGINIA	0	30	20	61	13
WISCONSIN	0	84	86	216	25
WYOMING	2	11	15	47	6
AMERICAN SAMOA	3	0	0	0	0
GUAM	10	2	0	2	1
NORTHERN MARIANAS	7	0	0	0	0
PALAU	1	0	0	0	1
VIRGIN ISLANDS	3	1	0	0	1
BUR. OF INDIAN AFFAIRS	35	5	1	2	1
U.S. AND OUTLYING AREAS	15,633	4,675	4,804	9,380	1,942
50 STATES, D.C. & P.R.	15,574	4,667	4,803	9,376	1,938

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	38	2	32
ALASKA	4	0	10
ARIZONA	72	6	31
ARKANSAS	21	2	18
CALIFORNIA	562	21	146
COLORADO	18	8	20
CONNECTICUT	58	7	19
DELAWARE	22	12	0
DISTRICT OF COLUMBIA	3	3	2
FLORIDA	223	8	38
GEORGIA	74	4	24
HAWAII	9	0	8
IDAHO	16	2	12
ILLINOIS	183	10	58
INDIANA	153	5	38
IOWA	53	0	21
KANSAS	30	0	18
KENTUCKY	27	2	21
LOUISIANA	119	2	38
MAINE	13	2	12
MARYLAND	108	5	30
MASSACHUSETTS	94	6	63
MICHIGAN	329	0	0
MINNESOTA	107	5	40
MISSISSIPPI	27	2	13
MISSOURI	85	20	40
MONTANA	2	3	11
NEBRASKA	38	0	24
NEVADA	6	0	12
NEW HAMPSHIRE	18	2	12
NEW JERSEY	147	5	14
NEW MEXICO	19	6	30
NEW YORK	376	17	135
NORTH CAROLINA	149	3	32
NORTH DAKOTA	9	1	7
OHIO	75	1	54
OKLAHOMA	35	3	33
OREGON	150	5	35
PENNSYLVANIA	149	6	175
PUERTO RICO	47	6	5
RHODE ISLAND	8	0	5
SOUTH CAROLINA	64	4	14
SOUTH DAKOTA	21	0	8
TENNESSEE	80	1	31
TEXAS	369	11	89
UTAH	42	12	29
VERMONT	8	0	18
VIRGINIA	129	3	28
WASHINGTON	73	6	45
WEST VIRGINIA	21	4	22
WISCONSIN	93	0	44
WYOMING	6	0	16
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	1	0	1
BUR. OF INDIAN AFFAIRS	0	0	3
U.S. AND OUTLYING AREAS	4,583	233	1,684
50 STATES, D.C. & P.R.	4,582	233	1,680

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Disability and Age, During the 2000-01 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	3,342	5,991	10,689	35,156	83,513	152,443	228,132
SPEECH OR LANGUAGE IMPAIRMENTS	58,914	108,662	163,262	213,142	212,072	190,278	154,143
MENTAL RETARDATION	5,194	7,684	12,762	19,827	28,326	37,454	44,563
EMOTIONAL DISTURBANCE	1,528	2,674	4,306	8,459	15,562	23,730	31,696
MULTIPLE DISABILITIES	3,115	4,150	5,397	7,732	7,682	8,958	9,990
HEARING IMPAIRMENTS	2,055	2,802	3,402	4,244	4,941	5,560	5,994
ORTHOPEDIC IMPAIRMENTS	2,921	3,528	4,234	5,570	5,869	6,234	6,696
OTHER HEALTH IMPAIRMENTS	3,230	4,237	5,888	11,819	16,254	22,631	27,403
VISUAL IMPAIRMENTS	982	1,198	1,307	1,549	1,853	2,147	2,245
AUTISM	3,257	5,060	7,273	9,391	9,543	9,981	8,820
DEAF-BLINDNESS	59	62	87	85	97	96	86
TRAUMATIC BRAIN INJURY	197	283	411	449	629	862	1,029
DEVELOPMENTAL DELAY	42,487	62,346	44,702	14,593	8,278	4,491	1,573
ALL DISABILITIES	127,281	208,677	263,720	332,016	394,619	464,865	522,370

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	285,131	310,587	318,442	310,202	295,082	279,798	245,457
SPEECH OR LANGUAGE IMPAIRMENTS	115,367	73,914	45,545	30,466	20,497	14,812	10,815
MENTAL RETARDATION	49,680	52,827	53,843	54,704	54,841	53,955	50,052
EMOTIONAL DISTURBANCE	38,357	43,108	46,389	49,364	52,626	53,626	48,321
MULTIPLE DISABILITIES	10,086	10,150	9,730	9,084	8,675	8,743	8,363
HEARING IMPAIRMENTS	6,309	6,276	5,961	5,885	5,572	5,507	5,037
ORTHOPEDIC IMPAIRMENTS	6,496	6,341	5,884	5,679	5,423	5,252	4,652
OTHER HEALTH IMPAIRMENTS	30,518	30,992	28,856	27,935	25,894	23,771	20,597
VISUAL IMPAIRMENTS	2,250	2,100	2,039	2,045	2,011	1,985	1,972
AUTISM	7,696	6,437	5,085	4.280	3.924	3,592	2,841
DEAF-BLINDNESS	102	102	90	84	89	102	65
TRAUMATIC BRAIN INJURY	1,184	1.291	1,262	1,280	1,221	1,346	1,266
DEVELOPMENTAL DELAY	.	.	.	.	.	.	.
ALL DISABILITIES	553,176	544,125	523,126	501,008	475,855	452,489	399,438

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	204,626	109,445	21,894	5,509	1,800	97
SPEECH OR LANGUAGE IMPAIRMENTS	7,812	3,721	831	295	98	13
MENTAL RETARDATION	45,393	34,166	16,985	10,846	5,516	1,950
EMOTIONAL DISTURBANCE	37,072	17,549	4,965	1,978	861	129
MULTIPLE DISABILITIES	7,733	5,982	4,342	3,389	1,920	443
HEARING IMPAIRMENTS	4,806	2,951	1,068	476	180	22
ORTHOPEDIC IMPAIRMENTS	4,157	2,671	1,078	683	372	105
OTHER HEALTH IMPAIRMENTS	15,800	6,898	1,656	585	241	10
VISUAL IMPAIRMENTS	1,837	1,131	446	248	117	19
AUTISM	2,576	1,887	1,270	907	519	235
DEAF-BLINDNESS	89	83	60	67	23	0
TRAUMATIC BRAIN INJURY	1,341	962	399	220	103	6
DEVELOPMENTAL DELAY	.	.	.	.	.	.
ALL DISABILITIES	333,242	187,446	54,994	25,203	11,750	3,029

Please see data notes for an explanation of individual state differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number of Children Served Under IDEA, Part B by Age, During the 2000-01 School Year

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,257	2,314	3,983	5,024	5,907	6,821
ALASKA	361	562	714	874	1,144	1,361
ARIZONA	1,950	3,330	3,864	4,774	5,782	7,138
ARKANSAS	2,379	3,961	3,047	3,262	3,501	3,891
CALIFORNIA	12,048	21,079	24,524	31,815	39,675	48,510
COLORADO	1,817	2,880	3,512	3,881	4,595	5,690
CONNECTICUT	1,781	2,598	2,793	3,133	3,806	4,644
DELAWARE	381	560	711	918	1,143	1,301
DISTRICT OF COLUMBIA	33	139	202	344	529	685
FLORIDA	6,167	9,548	14,945	19,410	24,060	27,447
GEORGIA	2,556	5,530	8,474	10,852	12,721	13,854
HAWAII	457	582	880	1,144	1,379	1,711
IDAHO	781	1,310	1,500	1,603	1,977	2,225
ILLINOIS	5,208	9,625	13,686	16,582	20,364	23,272
INDIANA	3,213	4,934	6,954	8,958	11,545	13,222
IOWA	1,193	1,907	2,480	3,136	3,757	4,891
KANSAS	1,918	2,733	3,243	3,310	3,663	4,474
KENTUCKY	3,326	6,272	6,774	7,227	6,956	6,775
LOUISIANA	1,767	3,322	4,868	5,709	6,576	6,930
MAINE	1,044	1,620	1,314	1,702	2,066	2,527
MARYLAND	2,315	3,376	4,312	5,374	6,269	7,810
MASSACHUSETTS	3,477	5,936	4,915	6,508	8,720	10,790
MICHIGAN	4,309	6,502	9,126	11,373	13,353	16,040
MINNESOTA	2,770	3,948	4,805	5,449	5,908	7,256
MISSISSIPPI	915	1,952	4,077	5,268	5,188	4,681
MISSOURI	2,320	4,049	4,938	6,002	8,008	10,264
MONTANA	314	540	753	925	1,126	1,408
NEBRASKA	931	1,227	1,566	2,048	2,576	3,276
NEVADA	639	1,327	1,710	1,840	2,207	2,894
NEW HAMPSHIRE	609	840	938	1,123	1,408	1,992
NEW JERSEY	3,272	4,700	8,389	12,446	16,198	18,282
NEW MEXICO	1,091	1,917	1,962	2,414	2,951	3,396
NEW YORK	14,578	20,598	16,447	22,609	21,883	27,877
NORTH CAROLINA	3,124	5,674	8,563	10,798	12,712	13,952
NORTH DAKOTA	241	419	587	693	817	969
OHIO	3,895	6,235	8,534	10,753	14,049	17,078
OKLAHOMA	1,170	2,146	3,077	4,076	5,015	6,370
OREGON	1,808	2,532	2,586	3,176	4,139	5,631
PENNSYLVANIA	4,898	7,620	7,883	9,834	13,117	16,948
PUERTO RICO	1,560	2,899	3,287	3,480	4,270	4,839
RHODE ISLAND	487	878	1,249	1,629	1,987	2,342
SOUTH CAROLINA	1,725	3,681	6,369	7,514	8,218	8,618
SOUTH DAKOTA	458	748	1,080	1,043	1,283	1,482
TENNESSEE	1,736	3,308	5,655	7,605	8,502	9,410
TEXAS	7,498	11,765	17,179	23,345	28,280	33,023
UTAH	1,303	2,058	2,424	2,833	3,708	4,323
VERMONT	352	565	721	714	727	984
VIRGINIA	2,870	4,865	6,628	9,794	10,826	12,417
WASHINGTON	2,424	4,024	5,312	6,194	7,508	9,098
WEST VIRGINIA	844	1,741	2,860	3,313	3,558	3,913
WISCONSIN	3,130	4,986	6,262	6,919	7,376	8,255
WYOMING	440	656	602	689	795	971
AMERICAN SAMOA	16	20	12	11	37	47
GUAM	78	69	58	68	66	120
NORTHERN MARIANAS	20	17	16	18	26	33
PALAU	1	5	4	1	2	14
VIRGIN ISLANDS	26	48	28	51	57	60
BUR. OF INDIAN AFFAIRS	0	0	338	428	603	633
U.S. AND OUTLYING AREAS	127,281	208,677	263,720	332,016	394,619	464,865
50 STATES, D.C. & P.R.	127,140	208,518	263,264	331,439	393,828	463,958

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number of Children Served Under IDEA, Part B by Age, During the 2000-01 School Year

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	7,976	8,598	8,721	8,721	8,129	7,825
ALASKA	1,553	1,681	1,605	1,480	1,398	1,268
ARIZONA	8,173	8,850	8,652	8,486	8,132	7,112
ARKANSAS	4,178	4,592	4,735	4,654	4,566	4,565
CALIFORNIA	55,266	59,047	56,622	54,788	51,888	47,518
COLORADO	6,511	6,891	6,812	6,586	6,188	5,954
CONNECTICUT	5,624	6,302	6,225	6,341	6,182	5,930
DELAWARE	1,404	1,422	1,434	1,358	1,291	1,222
DISTRICT OF COLUMBIA	934	1,094	1,258	977	869	769
FLORIDA	30,783	34,207	33,145	31,274	28,953	27,389
GEORGIA	14,948	15,412	15,080	14,194	13,406	12,455
HAWAII	1,882	2,043	2,106	2,050	1,914	1,934
IDAHO	2,486	2,500	2,424	2,279	2,138	2,077
ILLINOIS	25,335	25,182	24,550	23,373	22,630	21,790
INDIANA	13,829	13,606	12,692	11,864	11,256	10,625
IOWA	5,708	6,167	6,162	6,048	6,034	6,040
KANSAS	4,910	5,011	4,9[illegible]3	4,718	4,456	4,473
KENTUCKY	7,017	7,152	6,903	6,650	6,526	6,077
LOUISIANA	7,174	7,584	7,899	7,632	7,568	7,316
MAINE	2,810	3,007	2,944	2,910	2,831	2,744
MARYLAND	9,167	10,097	10,205	9,922	9,331	8,577
MASSACHUSETTS	12,213	13,707	14,162	13,790	13,376	12,794
MICHIGAN	18,530	20,191	19,160	17,745	17,483	16,364
MINNESOTA	8,758	9,357	9,207	8,987	8,526	8,724
MISSISSIPPI	4,479	4,373	4,434	4,381	4,226	4,220
MISSOURI	11,540	12,487	12,011	11,441	11,098	10,439
MONTANA	1,653	1,738	1,562	1,563	1,524	1,485
NEBRASKA	3,793	3,937	3,790	3,495	3,339	3,137
NEVADA	3,349	3,610	3,424	3,273	2,995	2,873
NEW HAMPSHIRE	2,306	2,604	2,644	2,686	2,600	2,628
NEW JERSEY	18,696	18,756	18,326	17,433	16,958	16,052
NEW MEXICO	3,913	4,262	4,488	4,437	4,394	4,311
NEW YORK	33,689	33,701	34,672	34,271	33,273	33,213
NORTH CAROLINA	15,421	15,845	15,463	14,161	13,483	12,168
NORTH DAKOTA	1,127	1,127	1,147	1,100	1,023	1,065
OHIO	19,400	20,728	20,448	19,589	18,727	18,042
OKLAHOMA	7,147	7,726	7,652	7,222	6,785	6,457
OREGON	6,774	7,308	7,069	6,593	6,128	5,608
PENNSYLVANIA	19,434	21,113	20,700	19,825	19,247	18,494
PUERTO RICO	5,377	5,838	5,656	5,178	4,842	4,624
RHODE ISLAND	2,581	2,739	2,635	2,546	2,469	2,188
SOUTH CAROLINA	8,865	9,061	8,913	8,352	7,853	7,154
SOUTH DAKOTA	1,489	1,461	1,235	1,175	1,055	1,018
TENNESSEE	10,046	10,232	9,961	10,031	9,675	9,184
TEXAS	38,906	43,479	43,840	43,604	41,946	39,440
UTAH	4,652	4,674	4,336	4,056	3,831	3,720
VERMONT	1,035	1,094	1,230	1,328	1,174	1,246
VIRGINIA	13,860	14,762	14,601	13,177	12,933	12,279
WASHINGTON	10,340	10,860	10,426	9,685	8,970	8,364
WEST VIRGINIA	4,038	3,975	3,897	3,673	3,753	3,584
WISCONSIN	9,080	9,626	9,649	9,551	9,441	9,333
WYOMING	1,005	1,115	1,013	1,079	945	906
AMERICAN SAMOA	95	63	74	61	75	48
GUAM	165	201	212	240	184	192
NORTHERN MARIANAS	32	54	48	74	57	65
PALAU	12	2	9	12	7	22
VIRGIN ISLANDS	78	93	101	140	156	143
BUR. OF INDIAN AFFAIRS	824	832	823	867	771	611
U.S. AND OUTLYING AREAS	522,370	553,176	544,125	523,126	501,008	475,855
50 STATES, D.C. & P.R.	521,164	551,931	542,858	521,732	499,758	474,774

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number of Children Served Under IDEA, Part B by Age, During the 2000-01 School Year

STATE	ALL DISABILITIES 15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,392	6,558	5,443	3,445	1,165	457
ALASKA	1,220	960	824	450	134	62
ARIZONA	6,469	5,357	4,380	2,544	790	428
ARKANSAS	4,503	4,106	3,573	2,187	475	74
CALIFORNIA	44,289	39,449	34,078	16,151	4,289	2,485
COLORADO	5,559	4,860	3,854	2,085	701	354
CONNECTICUT	5,855	5,077	4,198	2,239	695	389
DELAWARE	1,155	983	838	451	106	68
DISTRICT OF COLUMBIA	729	644	604	394	224	82
FLORIDA	25,689	21,490	17,439	9,965	3,078	1,390
GEORGIA	11,197	8,734	6,689	3,647	963	411
HAWAII	1,853	1,704	1,591	555	137	29
IDAHO	1,918	1,658	1,321	707	167	83
ILLINOIS	20,373	17,662	14,827	8,126	2,215	1,097
INDIANA	10,351	9,088	7,586	4,896	1,212	324
IOWA	5,785	5,127	4,331	2,634	749	273
KANSAS	4,362	3,917	3,401	1,994	461	217
KENTUCKY	5,445	4,486	3,674	2,353	651	253
LOUISIANA	7,168	6,371	4,929	3,231	1,194	422
MAINE	2,612	2,162	1,827	1,176	286	49
MARYLAND	8,337	7,007	5,795	2,688	907	477
MASSACHUSETTS	12,667	11,109	9,608	5,441	1,626	811
MICHIGAN	15,871	13,800	10,960	6,868	1,970	996
MINNESOTA	8,319	7,284	6,223	2,776	791	532
MISSISSIPPI	4,246	3,891	3,253	1,946	562	173
MISSOURI	10,499	8,594	7,059	4,559	1,274	525
MONTANA	1,428	1,200	1,048	675	149	33
NEBRASKA	2,909	2,546	2,168	1,379	418	195
NEVADA	2,613	2,266	1,862	933	211	80
NEW HAMPSHIRE	2,434	2,078	1,719	1,110	244	111
NEW JERSEY	15,131	14,076	12,526	6,899	2,002	1,106
NEW MEXICO	3,926	3,557	2,913	1,570	449	197
NEW YORK	32,960	31,772	24,149	13,495	5,958	2,713
NORTH CAROLINA	11,053	8,512	6,835	3,650	1,085	446
NORTH DAKOTA	1,018	842	766	499	138	61
OHIO	17,267	15,953	14,002	8,748	2,515	998
OKLAHOMA	6,157	5,603	4,745	3,303	761	135
OREGON	5,211	4,383	3,365	1,850	632	336
PENNSYLVANIA	17,607	16,254	14,240	8,834	2,327	1,058
PUERTO RICO	4,113	3,512	2,824	1,600	837	486
RHODE ISLAND	2,161	1,831	1,635	927	283	132
SOUTH CAROLINA	6,554	5,527	4,057	2,238	753	354
SOUTH DAKOTA	985	842	705	485	173	77
TENNESSEE	9,033	7,996	7,242	4,260	1,123	446
TEXAS	37,134	33,545	28,155	14,533	3,446	1,569
UTAH	3,449	3,300	2,893	1,384	407	320
VERMONT	1,048	1,023	806	567	154	67
VIRGINIA	11,761	10,820	9,049	4,878	1,180	534
WASHINGTON	7,962	6,981	5,763	3,254	1,046	552
WEST VIRGINIA	3,422	2,903	2,612	1,634	461	124
WISCONSIN	9,361	8,477	7,556	4,406	1,158	498
WYOMING	939	771	650	423	110	48
AMERICAN SAMOA	54	40	29	11	3	0
GUAM	170	141	139	97	42	19
NORTHERN MARIANAS	38	32	18	14	3	3
PALAU	16	12	4	5	1	2
VIRGIN ISLANDS	142	128	91	54	24	11
BUR. OF INDIAN AFFAIRS	570	437	371	223	79	31
U.S. AND OUTLYING AREAS	452,489	399,438	333,242	187,446	54,994	25,203
50 STATES, D.C. & P.R.	451,499	398,648	332,590	187,042	54,842	25,137

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number of Children Served Under IDEA, Part B by Age, During the 2000-01 School Year

	ALL DISABILITIES	
STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	92	0
ALASKA	40	7
ARIZONA	231	0
ARKANSAS	0	0
CALIFORNIA	1,766	296
COLORADO	76	0
CONNECTICUT	74	0
DELAWARE	14	0
DISTRICT OF COLUMBIA	49	21
FLORIDA	956	94
GEORGIA	169	2
HAWAII	0	0
IDAHO	20	0
ILLINOIS	198	0
INDIANA	165	0
IOWA	39	1
KANSAS	60	3
KENTUCKY	55	7
LOUISIANA	278	57
MAINE	2	0
MARYLAND	111	0
MASSACHUSETTS	566	0
MICHIGAN	815	2,371
MINNESOTA	335	0
MISSISSIPPI	16	0
MISSOURI	274	2
MONTANA	5	0
NEBRASKA	63	8
NEVADA	54	0
NEW HAMPSHIRE	3	0
NEW JERSEY	467	0
NEW MEXICO	108	32
NEW YORK	607	0
NORTH CAROLINA	122	10
NORTH DAKOTA	13	0
OHIO	682	0
OKLAHOMA	30	1
OREGON	75	0
PENNSYLVANIA	345	0
PUERTO RICO	282	72
RHODE ISLAND	28	0
SOUTH CAROLINA	116	0
SOUTH DAKOTA	31	0
TENNESSEE	418	2
TEXAS	955	0
UTAH	250	0
VERMONT	54	0
VIRGINIA	344	36
WASHINGTON	88	0
WEST VIRGINIA	28	2
WISCONSIN	166	0
WYOMING	0	0
AMERICAN SAMOA	1	0
GUAM	6	5
NORTHERN MARIANAS	1	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	7	0
U.S. AND OUTLYING AREAS	11,750	3,029
50 STATES, D.C. & P.R.	11,735	3,024

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1991-92 Through 2000-01

AGE GROUPS 0-2, 3-5, 3-21

	1991-92	1992-93	1993-94	1994-95	1995-96
AGE GROUP 0-2	145,313	145,179	152,287	165,351	177,286
AGE GROUP 3-5	420,403	455,449	491,685	522,709	548,593
AGE GROUP 3-21	4,920,227	5,081,023	5,271,044	5,430,220	5,627,544

AGE GROUPS 0-2, 3-5, 3-21

	1996-97	1997-98	1998-99	1999-2000	2000-01
AGE GROUP 0-2	186,527	196,337	189,462	206,111	230,853
AGE GROUP 3-5	557,070	570,315	573,645	589,134	599,678
AGE GROUP 3-21	5,787,842	5,967,298	6,113,440	6,266,622	6,375,400

AGE GROUP 6-11

DISABILITY	1991-92	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	960,876	997,580	1,009,541	1,041,816	1,073,215
SPEECH OR LANGUAGE IMPAIRMENTS	882,392	888,935	900,962	905,223	910,788
MENTAL RETARDATION	218,247	209,487	220,301	229,453	235,490
EMOTIONAL DISTURBANCE	141,708	137,269	140,603	144,595	147,368
MULTIPLE DISABILITIES	50,124	52,472	55,073	43,889	46,150
HEARING IMPAIRMENTS	29,780	29,363	31,178	31,464	32,501
ORTHOPEDIC IMPAIRMENTS	27,773	29,138	31,644	33,521	34,530
OTHER HEALTH IMPAIRMENTS	29,292	33,487	43,493	56,856	71,649
VISUAL IMPAIRMENTS	11,635	11,210	11,723	11,557	11,870
AUTISM	3,046	8,914	11,158	13,716	17,666
DEAF-BLINDNESS	608	554	564	524	547
TRAUMATIC BRAIN INJURY	79	1,507	2,111	2,871	3,929
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	2,355,560	2,399,916	2,458,351	2,515,485	2,585,703

AGE GROUP 6-11

DISABILITY	1996-97	1997-98	1998-99	1999-2000	2000-01
SPECIFIC LEARNING DISABILITIES	1,093,857	1,114,458	1,119,468	1,114,617	1,094,962
SPEECH OR LANGUAGE IMPAIRMENTS	928,942	939,430	946,804	955,938	958,916
MENTAL RETARDATION	239,286	240,706	240,226	238,707	232,677
EMOTIONAL DISTURBANCE	150,401	154,034	157,622	160,048	160,912
MULTIPLE DISABILITIES	48,489	51,039	49,636	51,289	54,598
HEARING IMPAIRMENTS	32,923	33,288	33,715	33,728	33,324
ORTHOPEDIC IMPAIRMENTS	35,574	35,668	36,012	36,849	37,206
OTHER HEALTH IMPAIRMENTS	84,868	97,861	110,862	125,091	139,617
VISUAL IMPAIRMENTS	11,843	12,088	12,095	12,492	12,144
AUTISM	21,669	27,342	35,143	43,517	51,868
DEAF-BLINDNESS	489	511	650	821	568
TRAUMATIC BRAIN INJURY	4,106	4,528	4,878	5,222	5,444
DEVELOPMENTAL DELAY	.	3,792	11,907	19,263	28,935
ALL DISABILITIES	2,652,447	2,715,648	2,759,018	2,797,582	2,811,171

Data from 1991-92 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1991-92 Through 2000-01

AGE GROUP 12-17

DISABILITY	1991-92	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	1,176,035	1,252,188	1,296,829	1,347,294	1,398,602
SPEECH OR LANGUAGE IMPAIRMENTS	112,136	104,904	112,581	110,859	111,833
MENTAL RETARDATION	266,240	258,619	269,321	279,214	286,953
EMOTIONAL DISTURBANCE	236,431	242,319	251,524	260,891	267,786
MULTIPLE DISABILITIES	36,210	38,368	42,083	34,231	36,365
HEARING IMPAIRMENTS	26,335	26,966	29,037	29,545	30,983
ORTHOPEDIC IMPAIRMENTS	19,593	19,594	21,321	23,069	24,591
OTHER HEALTH IMPAIRMENTS	25,701	29,150	35,886	46,054	57,714
VISUAL IMPAIRMENTS	10,530	10,641	11,357	11,445	11,864
AUTISM	1,749	4,893	5,832	6,760	8,796
DEAF-BLINDNESS	594	599	585	600	619
TRAUMATIC BRAIN INJURY	127	1,844	2,559	3,486	4,558
ALL DISABILITIES	1,911,681	1,990,085	2,078,915	2,153,448	2,240,664

AGE GROUP 12-17

DISABILITY	1996-97	1997-98	1998-99	1999-2000	2000-01
SPECIFIC LEARNING DISABILITIES	1,447,496	1,500,946	1,551,701	1,608,685	1,653,607
SPEECH OR LANGUAGE IMPAIRMENTS	115,352	119,503	122,565	126,240	129,947
MENTAL RETARDATION	291,672	297,657	303,274	308,619	312,788
EMOTIONAL DISTURBANCE	271,230	275,106	278,930	283,465	287,398
MULTIPLE DISABILITIES	38,776	41,902	44,123	47,035	52,328
HEARING IMPAIRMENTS	31,259	31,785	32,218	32,770	32,768
ORTHOPEDIC IMPAIRMENTS	26,528	27,482	28,867	29,899	31,047
OTHER HEALTH IMPAIRMENTS	71,133	86,677	103,009	121,520	142,853
VISUAL IMPAIRMENTS	12,072	12,033	12,004	11,942	11,889
AUTISM	10,078	12,211	15,480	18,506	22,298
DEAF-BLINDNESS	535	597	722	622	519
TRAUMATIC BRAIN INJURY	5,182	6,045	6,603	7,125	7,716
ALL DISABILITIES	2,321,313	2,411,944	2,499,496	2,596,428	2,685,158

AGE GROUP 18-21

DISABILITY	1991-92	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	110,093	116,719	121,295	121,114	130,087
SPEECH OR LANGUAGE IMPAIRMENTS	4,376	4,210	4,442	4,248	4,263
MENTAL RETARDATION	68,775	64,256	64,197	61,850	63,132
EMOTIONAL DISTURBANCE	22,072	22,064	22,824	22,563	24,011
MULTIPLE DISABILITIES	12,074	12,439	12,561	11,500	12,020
HEARING IMPAIRMENTS	4,612	4,287	4,450	4,195	4,555
ORTHOPEDIC IMPAIRMENTS	4,023	3,856	3,887	3,877	4,035
OTHER HEALTH IMPAIRMENTS	3,756	3,426	3,700	4,223	4,798
VISUAL IMPAIRMENTS	1,918	1,693	1,724	1,711	1,756
AUTISM	620	1,773	2,068	2,188	2,614
DEAF-BLINDNESS	225	241	220	207	221
TRAUMATIC BRAIN INJURY	39	609	725	902	1,092
ALL DISABILITIES	232,583	235,573	242,093	238,578	252,584

Data from 1991-92 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1991-92 Through 2000-01

AGE GROUP 18-21

DISABILITY	1996-97	1997-98	1998-99	1999-2000	2000-01
SPECIFIC LEARNING DISABILITIES	133,054	139,080	144,441	144,492	138,648
SPEECH OR LANGUAGE IMPAIRMENTS	4,447	4,628	4,779	5,084	4,945
MENTAL RETARDATION	62,644	64,968	67,177	66,957	67,513
EMOTIONAL DISTURBANCE	24,648	25,301	26,212	26,246	25,353
MULTIPLE DISABILITIES	12,175	13,412	14,052	14,675	15,633
HEARING IMPAIRMENTS	4,591	4,707	4,943	4,902	4,675
ORTHOPEDIC IMPAIRMENTS	4,240	4,267	4,557	4,669	4,804
OTHER HEALTH IMPAIRMENTS	5,361	6,603	7,947	8,738	9,380
VISUAL IMPAIRMENTS	1,847	1,910	1,997	1,951	1,942
AUTISM	2,628	2,964	3,441	4,020	4,583
DEAF-BLINDNESS	192	212	240	229	233
TRAUMATIC BRAIN INJURY	1,185	1,341	1,495	1,515	1,684
ALL DISABILITIES	257,012	269,391	281,281	283,478	279,393

AGE GROUP 6-21

DISABILITY	1991-92	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	2,247,004	2,366,487	2,427,665	2,510,224	2,601,904
SPEECH OR LANGUAGE IMPAIRMENTS	998,904	998,049	1,017,985	1,020,330	1,026,884
MENTAL RETARDATION	553,262	532,362	553,819	570,517	585,575
EMOTIONAL DISTURBANCE	400,211	401,652	414,951	428,049	439,165
MULTIPLE DISABILITIES	98,408	103,279	109,717	89,620	94,535
HEARING IMPAIRMENTS	60,727	60,616	64,665	65,204	68,039
ORTHOPEDIC IMPAIRMENTS	51,389	52,588	56,852	60,467	63,156
OTHER HEALTH IMPAIRMENTS	58,749	66,063	83,079	107,133	134,161
VISUAL IMPAIRMENTS	24,083	23,544	24,804	24,713	25,490
AUTISM	5,415	15,580	19,058	22,664	29,076
DEAF-BLINDNESS	1,427	1,394	1,369	1,331	1,387
TRAUMATIC BRAIN INJURY	245	3,960	5,395	7,259	9,579
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	4,499,824	4,625,574	4,779,359	4,907,511	5,078,951

AGE GROUP 6-21

DISABILITY	1996-97	1997-98	1998-99	1999-2000	2000-01
SPECIFIC LEARNING DISABILITIES	2,674,407	2,754,484	2,815,610	2,867,794	2,887,217
SPEECH OR LANGUAGE IMPAIRMENTS	1,048,741	1,063,561	1,074,148	1,087,262	1,093,808
MENTAL RETARDATION	593,602	603,331	610,677	614,283	612,978
EMOTIONAL DISTURBANCE	446,279	454,441	462,764	469,759	473,663
MULTIPLE DISABILITIES	99,440	107,253	107,811	112,999	122,559
HEARING IMPAIRMENTS	68,773	69,783	70,876	71,400	70,767
ORTHOPEDIC IMPAIRMENTS	66,342	67,417	69,436	71,417	73,057
OTHER HEALTH IMPAIRMENTS	161,362	191,141	221,818	255,349	291,850
VISUAL IMPAIRMENTS	25,762	26,031	26,096	26,385	25,975
AUTISM	34,375	42,517	54,064	66,043	78,749
DEAF-BLINDNESS	1,216	1,320	1,612	1,672	1,320
TRAUMATIC BRAIN INJURY	10,473	11,914	12,976	13,862	14,844
DEVELOPMENTAL DELAY	.	3,792	11,907	19,263	28,935
ALL DISABILITIES	5,230,772	5,396,985	5,539,795	5,677,488	5,775,722

Data from 1991-92 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA10

Percentage (Based on 2000 Census Population) of Children Served Under IDEA, Part B by Age Group, During the 2000-01 School Year

ALL DISABILITIES

	AGE GROUP				
STATE	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.21	11.36	1.97	10.00	8.26
ALASKA	5.57	11.55	2.04	10.47	9.02
ARIZONA	3.99	9.18	1.33	8.13	6.71
ARKANSAS	8.61	10.83	1.75	10.41	8.54
CALIFORNIA	3.70	9.03	1.27	7.97	6.63
COLORADO	4.61	9.06	1.31	8.20	6.75
CONNECTICUT	5.15	11.08	2.08	9.92	8.45
DELAWARE	5.29	10.92	1.38	9.85	7.98
DISTRICT OF COLUMBIA	1.87	12.47	1.78	10.25	7.66
FLORIDA	5.28	12.83	1.96	11.41	9.49
GEORGIA	4.65	10.28	1.06	9.17	7.45
HAWAII	4.00	10.59	1.10	9.32	7.61
IDAHO	6.15	9.76	1.16	9.08	7.39
ILLINOIS	5.29	11.71	1.65	10.44	8.63
INDIANA	5.91	12.63	1.76	11.33	9.22
IOWA	4.87	12.47	2.00	11.07	8.99
KANSAS	6.96	10.62	1.64	9.93	8.12
KENTUCKY	10.18	11.10	1.40	10.93	8.82
LOUISIANA	5.23	9.89	1.78	9.02	7.44
MAINE	8.95	14.00	2.35	13.13	10.99
MARYLAND	4.57	10.55	1.57	9.41	7.93
MASSACHUSETTS	5.86	13.68	2.46	12.16	10.09
MICHIGAN	4.79	10.72	1.89	9.59	8.02
MINNESOTA	5.72	10.57	1.56	9.67	8.00
MISSISSIPPI	5.64	9.95	1.42	9.14	7.39
MISSOURI	5.04	12.16	2.05	10.84	8.98
MONTANA	4.74	10.18	1.64	9.25	7.65
NEBRASKA	5.25	11.97	1.96	10.72	8.82
NEVADA	4.15	9.87	1.28	8.68	7.27
NEW HAMPSHIRE	4.92	12.07	2.24	10.77	9.08
NEW JERSEY	4.70	13.86	2.70	12.04	10.35
NEW MEXICO	6.28	12.80	2.16	11.61	9.72
NEW YORK	6.71	11.42	2.21	10.50	8.79
NORTH CAROLINA	5.40	11.43	1.13	10.25	8.21
NORTH DAKOTA	5.14	10.33	1.58	9.41	7.48
OHIO	4.04	10.42	2.03	9.21	7.72
OKLAHOMA	4.57	12.30	1.96	10.86	8.87
OREGON	5.12	11.30	1.51	10.13	8.31
PENNSYLVANIA	4.48	10.15	1.86	9.11	7.56
PUERTO RICO	4.26	7.42	1.27	6.79	5.60
RHODE ISLAND	6.56	15.72	2.01	13.98	11.04
SOUTH CAROLINA	7.40	13.12	1.40	12.05	9.66
SOUTH DAKOTA	7.41	9.75	1.59	9.33	7.64
TENNESSEE	4.72	11.50	1.93	10.19	8.41
TEXAS	3.75	11.04	1.59	9.60	7.93
UTAH	4.85	9.73	1.30	8.75	6.99
VERMONT	7.48	11.73	2.32	11.00	9.08
VIRGINIA	5.11	12.39	1.74	10.99	9.01
WASHINGTON	4.90	9.84	1.49	8.91	7.39
WEST VIRGINIA	8.71	15.26	2.16	14.06	11.28
WISCONSIN	6.81	10.96	1.95	10.21	8.44
WYOMING	9.10	11.87	1.87	11.40	9.31
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.04	11.02	1.71	9.86	8.16
50 STATES AND D.C.	5.04	11.05	1.71	9.89	8.18

Please see data notes for an explanation of individual state differences.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	8.97	4.09	1.55	1.96	0.47
ALASKA	9.63	5.51	1.90	0.49	0.51
ARIZONA	7.23	4.23	1.26	0.60	0.44
ARKANSAS	8.53	3.63	1.54	1.90	0.08
CALIFORNIA	7.19	4.21	1.53	0.43	0.27
COLORADO	7.13	3.45	1.35	0.35	0.88
CONNECTICUT	9.08	4.17	1.68	0.51	1.00
DELAWARE	8.45	5.06	0.92	1.14	0.38
DISTRICT OF COLUMBIA	8.64	4.34	0.81	1.14	1.58
FLORIDA	10.24	4.99	2.28	1.20	1.13
GEORGIA	7.96	2.50	1.68	1.55	1.24
HAWAII	8.26	4.02	0.87	1.01	1.26
IDAHO	7.61	4.34	1.24	0.57	0.24
ILLINOIS	9.25	4.65	1.94	0.96	1.06
INDIANA	9.81	4.12	2.50	1.52	0.84
IOWA	9.67	4.89	0.61	2.39	1.43
KANSAS	8.32	3.67	1.63	0.85	0.65
KENTUCKY	8.58	2.24	1.97	1.97	0.64
LOUISIANA	7.82	3.19	1.70	1.07	0.48
MAINE	11.32	4.69	2.69	0.37	1.32
MARYLAND	8.55	3.71	2.00	0.56	0.76
MASSACHUSETTS	10.85	6.67	1.60	1.07	0.95
MICHIGAN	8.60	4.03	1.70	1.03	0.82
MINNESOTA	8.39	3.31	1.39	0.86	1.50
MISSISSIPPI	7.69	3.80	2.26	0.81	0.09
MISSOURI	9.65	5.04	2.00	0.95	0.70
MONTANA	8.11	4.47	1.54	0.57	0.48
NEBRASKA	9.43	3.88	2.35	1.44	0.64
NEVADA	7.90	4.97	1.31	0.40	0.42
NEW HAMPSHIRE	9.79	4.72	1.95	0.36	0.90
NEW JERSEY	11.45	6.20	2.39	0.32	0.77
NEW MEXICO	10.31	6.18	1.89	0.41	0.67
NEW YORK	9.17	4.84	1.41	0.37	1.02
NORTH CAROLINA	8.72	3.75	1.55	1.61	0.57
NORTH DAKOTA	7.84	3.55	2.14	0.78	0.65
OHIO	8.37	3.27	1.47	1.97	0.58
OKLAHOMA	9.61	5.41	1.73	1.03	0.51
OREGON	8.87	4.46	1.98	0.57	0.60
PENNSYLVANIA	8.08	4.51	1.33	1.00	0.73
PUERTO RICO	5.84	3.16	0.76	1.32	0.08
RHODE ISLAND	11.80	6.58	2.12	0.51	1.07
SOUTH CAROLINA	10.04	4.59	2.26	1.81	0.64
SOUTH DAKOTA	7.68	3.91	1.70	0.76	0.41
TENNESSEE	9.07	4.28	1.96	1.14	0.28
TEXAS	8.71	4.94	1.36	0.48	0.68
UTAH	7.38	4.29	1.36	0.49	0.53
VERMONT	9.33	3.55	1.49	0.99	1.54
VIRGINIA	9.70	4.74	1.48	0.90	0.82
WASHINGTON	7.82	3.71	1.16	0.48	0.36
WEST VIRGINIA	11.70	4.95	2.87	2.41	0.55
WISCONSIN	8.71	4.13	1.37	1.02	1.28
WYOMING	9.34	4.69	2.17	0.52	0.77
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.72	4.36	1.65	0.93	0.72
50 STATES AND D.C.	8.75	4.37	1.66	0.92	0.72

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
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Table AA11

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.13	0.09	0.06	0.39	0.04
ALASKA	0.29	0.13	0.04	0.56	0.03
ARIZONA	0.21	0.12	0.06	0.15	0.05
ARKANSAS	0.18	0.10	0.03	0.91	0.03
CALIFORNIA	0.07	0.11	0.14	0.23	0.05
COLORADO	0.30	0.12	0.56	0.00	0.03
CONNECTICUT	0.30	0.10	0.03	1.07	0.04
DELAWARE	0.00	0.12	0.63	0.00	0.03
DISTRICT OF COLUMBIA	0.35	0.07	0.07	0.14	0.02
FLORIDA	0.00	0.10	0.13	0.25	0.03
GEORGIA	0.00	0.08	0.05	0.71	0.03
HAWAII	0.10	0.14	0.05	0.50	0.03
IDAHO	0.15	0.09	0.03	0.36	0.03
ILLINOIS	0.00	0.12	0.10	0.26	0.04
INDIANA	0.08	0.12	0.09	0.25	0.05
IOWA	0.04	0.08	0.10	0.02	0.02
KANSAS	0.30	0.09	0.07	0.81	0.03
KENTUCKY	0.26	0.07	0.05	0.74	0.05
LOUISIANA	0.08	0.12	0.12	0.69	0.04
MAINE	0.98	0.09	0.03	0.91	0.03
MARYLAND	0.51	0.10	0.04	0.63	0.04
MASSACHUSETTS	0.20	0.10	0.06	0.09	0.05
MICHIGAN	0.12	0.13	0.55	0.00	0.04
MINNESOTA	0.00	0.16	0.13	0.66	0.03
MISSISSIPPI	0.07	0.08	0.24	0.00	0.03
MISSOURI	0.07	0.09	0.05	0.57	0.03
MONTANA	0.27	0.09	0.04	0.53	0.03
NEBRASKA	0.09	0.14	0.11	0.58	0.05
NEVADA	0.15	0.10	0.07	0.33	0.03
NEW HAMPSHIRE	0.13	0.09	0.05	1.27	0.05
NEW JERSEY	1.09	0.08	0.03	0.37	0.02
NEW MEXICO	0.24	0.11	0.06	0.46	0.04
NEW YORK	0.52	0.13	0.07	0.60	0.05
NORTH CAROLINA	0.10	0.11	0.06	0.74	0.03
NORTH DAKOTA	0.00	0.08	0.08	0.39	0.03
OHIO	0.51	0.10	0.09	0.25	0.04
OKLAHOMA	0.20	0.09	0.06	0.42	0.04
OREGON	0.00	0.13	0.10	0.63	0.04
PENNSYLVANIA	0.07	0.10	0.05	0.08	0.04
PUERTO RICO	0.12	0.09	0.05	0.15	0.05
RHODE ISLAND	0.13	0.10	0.05	1.07	0.03
SOUTH CAROLINA	0.03	0.11	0.08	0.38	0.03
SOUTH DAKOTA	0.30	0.07	0.05	0.30	0.02
TENNESSEE	0.14	0.10	0.09	0.70	0.06
TEXAS	0.17	0.11	0.10	0.70	0.04
UTAH	0.19	0.09	0.03	0.18	0.04
VERMONT	0.08	0.15	0.08	0.84	0.04
VIRGINIA	0.15	0.08	0.05	0.88	0.03
WASHINGTON	0.20	0.11	0.06	1.30	0.02
WEST VIRGINIA	0.00	0.10	0.05	0.60	0.06
WISCONSIN	0.00	0.11	0.10	0.49	0.03
WYOMING	0.03	0.14	0.11	0.72	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.19	0.11	0.11	0.44	0.04
50 STATES AND D.C.	0.19	0.11	0.11	0.44	0.04

Please see data notes for an explanation of individual state differences.
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Table AA11

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.02	0.07
ALASKA	0.12	0.00	0.04	0.01
ARIZONA	0.09	0.00	0.03	0.00
ARKANSAS	0.11	0.00	0.03	0.00
CALIFORNIA	0.13	0.00	0.02	0.00
COLORADO	0.05	0.01	0.02	0.00
CONNECTICUT	0.17	0.01	0.01	0.00
DELAWARE	0.15	0.02	0.00	0.00
DISTRICT OF COLUMBIA	0.09	0.01	0.02	0.01
FLORIDA	0.11	0.00	0.01	0.00
GEORGIA	0.10	0.00	0.02	0.00
HAWAII	0.10	0.00	0.02	0.15
IDAHO	0.09	0.00	0.04	0.41
ILLINOIS	0.11	0.00	0.02	0.00
INDIANA	0.18	0.00	0.03	0.00
IOWA	0.08	0.00	0.02	0.00
KANSAS	0.09	0.00	0.03	0.10
KENTUCKY	0.09	0.00	0.02	0.46
LOUISIANA	0.10	0.00	0.03	0.19
MAINE	0.16	0.00	0.04	0.00
MARYLAND	0.16	0.00	0.03	0.00
MASSACHUSETTS	0.04	0.00	0.02	0.00
MICHIGAN	0.17	0.00	0.00	0.00
MINNESOTA	0.21	0.00	0.03	0.10
MISSISSIPPI	0.05	0.00	0.02	0.25
MISSOURI	0.12	0.00	0.03	0.00
MONTANA	0.08	0.01	0.03	0.00
NEBRASKA	0.08	0.00	0.05	0.03
NEVADA	0.09	0.00	0.03	0.00
NEW HAMPSHIRE	0.12	0.00	0.02	0.12
NEW JERSEY	0.16	0.00	0.00	0.00
NEW MEXICO	0.05	0.00	0.05	0.15
NEW YORK	0.14	0.00	0.03	0.00
NORTH CAROLINA	0.13	0.00	0.02	0.03
NORTH DAKOTA	0.07	0.00	0.02	0.03
OHIO	0.08	0.00	0.02	0.00
OKLAHOMA	0.08	0.00	0.03	0.00
OREGON	0.33	0.00	0.04	0.00
PENNSYLVANIA	0.12	0.00	0.05	0.00
PUERTO RICO	0.05	0.00	0.00	0.00
RHODE ISLAND	0.13	0.00	0.02	0.00
SOUTH CAROLINA	0.09	0.00	0.01	0.01
SOUTH DAKOTA	0.12	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.02	0.22
TEXAS	0.12	0.00	0.02	0.00
UTAH	0.09	0.01	0.05	0.05
VERMONT	0.11	0.00	0.05	0.40
VIRGINIA	0.13	0.00	0.02	0.42
WASHINGTON	0.12	0.00	0.02	0.28
WEST VIRGINIA	0.08	0.01	0.03	0.00
WISCONSIN	0.14	0.00	0.03	0.01
WYOMING	0.08	0.00	0.07	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.12	0.00	0.02	0.04
50 STATES AND D.C.	0.12	0.00	0.02	0.04

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on 2000 Census Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.36	5.17	2.08	2.39	0.60
ALASKA	11.55	6.62	2.37	0.54	0.60
ARIZONA	9.18	5.38	1.67	0.70	0.56
ARKANSAS	10.83	4.54	2.06	2.35	0.10
CALIFORNIA	9.03	5.33	2.00	0.48	0.33
COLORADO	9.06	4.40	1.77	0.40	1.12
CONNECTICUT	11.08	5.11	2.14	0.55	1.18
DELAWARE	10.92	6.59	1.25	1.39	0.49
DISTRICT OF COLUMBIA	12.47	6.40	1.26	1.54	2.18
FLORIDA	12.83	6.26	2.98	1.40	1.40
GEORGIA	10.28	3.24	2.25	1.91	1.61
HAWAII	10.59	5.20	1.15	1.24	1.60
IDAHO	9.76	5.58	1.65	0.68	0.31
ILLINOIS	11.71	5.90	2.56	1.12	1.33
INDIANA	12.63	5.23	3.38	1.89	1.08
IOWA	12.47	6.31	0.83	3.04	1.86
KANSAS	10.62	4.68	2.18	1.00	0.83
KENTUCKY	11.10	2.87	2.66	2.44	0.84
LOUISIANA	9.89	3.99	2.28	1.27	0.61
MAINE	14.00	5.75	3.45	0.42	1.63
MARYLAND	10.55	4.59	2.56	0.63	0.92
MASSACHUSETTS	13.68	8.52	2.10	1.25	1.16
MICHIGAN	10.72	5.03	2.23	1.18	1.02
MINNESOTA	10.57	4.20	1.83	0.97	1.90
MISSISSIPPI	9.95	4.85	3.06	0.96	0.12
MISSOURI	12.16	6.27	2.65	1.13	0.89
MONTANA	10.18	5.58	2.02	0.67	0.60
NEBRASKA	11.97	4.93	3.12	1.70	0.82
NEVADA	9.87	6.22	1.70	0.45	0.52
NEW HAMPSHIRE	12.07	5.83	2.46	0.37	1.10
NEW JERSEY	13.86	7.50	3.03	0.35	0.89
NEW MEXICO	12.80	7.69	2.45	0.45	0.81
NEW YORK	11.42	6.00	1.85	0.41	1.27
NORTH CAROLINA	11.43	4.94	2.10	2.03	0.76
NORTH DAKOTA	10.33	4.66	2.95	0.91	0.87
OHIO	10.42	4.07	1.94	2.41	0.72
OKLAHOMA	12.30	6.86	2.34	1.27	0.65
OREGON	11.30	5.71	2.60	0.63	0.77
PENNSYLVANIA	10.15	5.66	1.76	1.19	0.90
PUERTO RICO	7.42	4.11	1.02	1.55	0.10
RHODE ISLAND	15.72	8.73	2.95	0.62	1.38
SOUTH CAROLINA	13.12	6.04	3.06	2.23	0.84
SOUTH DAKOTA	9.75	5.00	2.28	0.86	0.52
TENNESSEE	11.50	5.42	2.61	1.35	0.36
TEXAS	11.04	6.26	1.80	0.54	0.86
UTAH	9.73	5.72	1.87	0.55	0.71
VERMONT	11.73	4.49	1.92	1.18	1.92
VIRGINIA	12.39	6.06	1.97	1.05	1.03
WASHINGTON	9.84	4.68	1.53	0.55	0.45
WEST VIRGINIA	15.26	6.37	3.93	3.02	0.73
WISCONSIN	10.96	5.20	1.82	1.19	1.59
WYOMING	11.87	5.94	2.88	0.58	1.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	11.02	5.51	2.18	1.09	0.90
50 STATES AND D.C.	11.05	5.52	2.20	1.08	0.91

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on 2000 Census Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.15	0.12	0.07	0.50	0.05
ALASKA	0.31	0.15	0.05	0.67	0.03
ARIZONA	0.24	0.15	0.07	0.19	0.06
ARKANSAS	0.22	0.12	0.04	1.19	0.04
CALIFORNIA	0.07	0.14	0.17	0.29	0.05
COLORADO	0.35	0.15	0.73	0.00	0.04
CONNECTICUT	0.34	0.12	0.04	1.33	0.05
DELAWARE	0.00	0.16	0.81	0.00	0.04
DISTRICT OF COLUMBIA	0.50	0.10	0.10	0.20	0.02
FLORIDA	0.00	0.12	0.16	0.32	0.04
GEORGIA	0.00	0.09	0.06	0.92	0.04
HAWAII	0.12	0.17	0.06	0.65	0.04
IDAHO	0.17	0.11	0.04	0.46	0.04
ILLINOIS	0.00	0.14	0.12	0.34	0.04
INDIANA	0.10	0.15	0.12	0.33	0.07
IOWA	0.04	0.10	0.12	0.02	0.02
KANSAS	0.36	0.11	0.09	1.04	0.04
KENTUCKY	0.33	0.09	0.06	0.98	0.06
LOUISIANA	0.09	0.15	0.15	0.89	0.05
MAINE	1.18	0.11	0.03	1.15	0.04
MARYLAND	0.59	0.12	0.05	0.79	0.05
MASSACHUSETTS	0.21	0.13	0.08	0.10	0.06
MICHIGAN	0.13	0.16	0.69	0.00	0.05
MINNESOTA	0.00	0.20	0.15	0.84	0.04
MISSISSIPPI	0.08	0.10	0.30	0.00	0.04
MISSOURI	0.08	0.11	0.06	0.74	0.04
MONTANA	0.31	0.11	0.04	0.67	0.03
NEBRASKA	0.10	0.18	0.14	0.74	0.06
NEVADA	0.17	0.12	0.08	0.41	0.04
NEW HAMPSHIRE	0.15	0.11	0.06	1.59	0.06
NEW JERSEY	1.25	0.10	0.04	0.46	0.02
NEW MEXICO	0.28	0.14	0.07	0.57	0.05
NEW YORK	0.61	0.16	0.08	0.77	0.05
NORTH CAROLINA	0.11	0.14	0.08	0.98	0.04
NORTH DAKOTA	0.00	0.10	0.10	0.52	0.05
OHIO	0.56	0.12	0.11	0.32	0.05
OKLAHOMA	0.24	0.12	0.08	0.54	0.05
OREGON	0.00	0.16	0.12	0.80	0.05
PENNSYLVANIA	0.08	0.12	0.05	0.10	0.05
PUERTO RICO	0.13	0.11	0.07	0.20	0.07
RHODE ISLAND	0.16	0.12	0.07	1.44	0.04
SOUTH CAROLINA	0.03	0.14	0.10	0.50	0.04
SOUTH DAKOTA	0.35	0.09	0.06	0.39	0.03
TENNESSEE	0.15	0.13	0.11	0.90	0.08
TEXAS	0.19	0.13	0.13	0.90	0.05
UTAH	0.20	0.12	0.03	0.23	0.05
VERMONT	0.08	0.18	0.09	1.08	0.04
VIRGINIA	0.18	0.10	0.06	1.15	0.04
WASHINGTON	0.21	0.14	0.08	1.63	0.03
WEST VIRGINIA	0.00	0.13	0.06	0.81	0.07
WISCONSIN	0.00	0.14	0.13	0.63	0.04
WYOMING	0.04	0.17	0.13	0.91	0.06
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.21	0.13	0.14	0.57	0.05
50 STATES AND D.C.	0.21	0.13	0.14	0.57	0.05

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on 2000 Census Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.09	0.00	0.03	0.10
ALASKA	0.14	0.00	0.05	0.01
ARIZONA	0.12	0.00	0.03	0.00
ARKANSAS	0.14	0.00	0.03	0.00
CALIFORNIA	0.16	0.00	0.02	0.00
COLORADO	0.06	0.01	0.03	0.00
CONNECTICUT	0.20	0.01	0.01	0.00
DELAWARE	0.18	0.02	0.00	0.00
DISTRICT OF COLUMBIA	0.13	0.01	0.03	0.02
FLORIDA	0.14	0.00	0.02	0.00
GEORGIA	0.13	0.00	0.02	0.00
HAWAII	0.13	0.00	0.03	0.19
IDAHO	0.11	0.01	0.05	0.55
ILLINOIS	0.13	0.00	0.03	0.00
INDIANA	0.23	0.00	0.04	0.00
IOWA	0.10	0.00	0.02	0.00
KANSAS	0.12	0.00	0.03	0.13
KENTUCKY	0.12	0.00	0.02	0.63
LOUISIANA	0.12	0.00	0.03	0.26
MAINE	0.20	0.00	0.04	0.00
MARYLAND	0.20	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.21	0.00	0.00	0.00
MINNESOTA	0.26	0.00	0.03	0.14
MISSISSIPPI	0.07	0.00	0.02	0.34
MISSOURI	0.15	0.00	0.03	0.00
MONTANA	0.10	0.01	0.03	0.00
NEBRASKA	0.10	0.00	0.05	0.04
NEVADA	0.12	0.00	0.04	0.00
NEW HAMPSHIRE	0.15	0.00	0.02	0.16
NEW JERSEY	0.20	0.00	0.00	0.00
NEW MEXICO	0.06	0.00	0.05	0.19
NEW YORK	0.17	0.00	0.04	0.00
NORTH CAROLINA	0.17	0.00	0.03	0.04
NORTH DAKOTA	0.10	0.00	0.02	0.04
OHIO	0.11	0.00	0.02	0.00
OKLAHOMA	0.10	0.00	0.04	0.00
OREGON	0.41	0.00	0.05	0.00
PENNSYLVANIA	0.15	0.00	0.06	0.00
PUERTO RICO	0.06	0.00	0.00	0.00
RHODE ISLAND	0.18	0.00	0.03	0.00
SOUTH CAROLINA	0.11	0.00	0.01	0.01
SOUTH DAKOTA	0.15	0.00	0.03	0.00
TENNESSEE	0.09	0.00	0.02	0.30
TEXAS	0.14	0.00	0.02	0.00
UTAH	0.12	0.01	0.06	0.06
VERMONT	0.14	0.01	0.05	0.54
VIRGINIA	0.16	0.00	0.02	0.57
WASHINGTON	0.15	0.00	0.03	0.37
WEST VIRGINIA	0.10	0.01	0.03	0.00
WISCONSIN	0.18	0.00	0.03	0.01
WYOMING	0.10	0.00	0.07	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.15	0.00	0.03	0.06
50 STATES AND D.C.	0.15	0.00	0.03	0.06

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	12.00	5.46	2.19	2.52	0.63
ALASKA	11.31	6.48	2.32	0.53	0.59
ARIZONA	9.72	5.70	1.77	0.74	0.59
ARKANSAS	11.19	4.69	2.13	2.43	0.10
CALIFORNIA	9.02	5.32	2.00	0.48	0.33
COLORADO	9.30	4.52	1.82	0.41	1.15
CONNECTICUT	11.26	5.19	2.18	0.56	1.20
DELAWARE	12.65	7.62	1.44	1.61	0.57
DISTRICT OF COLUMBIA	12.01	6.16	1.21	1.48	2.09
FLORIDA	13.20	6.44	3.07	1.44	1.44
GEORGIA	10.35	3.27	2.26	1.92	1.62
HAWAII	11.56	5.68	1.26	1.35	1.75
IDAHO	10.02	5.72	1.69	0.70	0.31
ILLINOIS	12.50	6.29	2.73	1.20	1.41
INDIANA	13.61	5.64	3.64	2.04	1.17
IOWA	12.71	6.43	0.84	3.10	1.90
KANSAS	10.99	4.84	2.26	1.03	0.86
KENTUCKY	12.02	3.10	2.88	2.64	0.91
LOUISIANA	11.15	4.50	2.57	1.43	0.69
MAINE	14.12	5.80	3.48	0.42	1.65
MARYLAND	11.47	5.00	2.78	0.69	1.01
MASSACHUSETTS	14.16	8.82	2.18	1.29	1.20
MICHIGAN	11.19	5.26	2.33	1.24	1.07
MINNESOTA	11.10	4.41	1.92	1.01	1.99
MISSISSIPPI	10.54	5.14	3.24	1.02	0.13
MISSOURI	13.31	6.86	2.90	1.23	0.98
MONTANA	10.69	5.86	2.12	0.70	0.63
NEBRASKA	12.93	5.32	3.37	1.83	0.88
NEVADA	9.75	6.14	1.68	0.45	0.52
NEW HAMPSHIRE	12.46	6.01	2.54	0.38	1.14
NEW JERSEY	14.88	8.06	3.26	0.38	0.96
NEW MEXICO	14.20	8.53	2.71	0.50	0.90
NEW YORK	12.38	6.50	2.01	0.44	1.37
NORTH CAROLINA	11.88	5.13	2.18	2.11	0.79
NORTH DAKOTA	11.07	4.99	3.17	0.97	0.93
OHIO	11.31	4.41	2.11	2.62	0.78
OKLAHOMA	11.98	6.68	2.28	1.24	0.64
OREGON	11.95	6.04	2.75	0.67	0.81
PENNSYLVANIA	11.42	6.37	1.98	1.34	1.02
PUERTO RICO	8.91	4.93	1.23	1.86	0.13
RHODE ISLAND	16.91	9.40	3.17	0.67	1.48
SOUTH CAROLINA	14.01	6.45	3.27	2.38	0.90
SOUTH DAKOTA	10.75	5.51	2.51	0.95	0.58
TENNESSEE	12.03	5.67	2.73	1.42	0.37
TEXAS	10.78	6.11	1.76	0.52	0.84
UTAH	9.63	5.66	1.85	0.54	0.70
VERMONT	11.93	4.57	1.95	1.20	1.96
VIRGINIA	12.79	6.26	2.04	1.09	1.06
WASHINGTON	10.12	4.82	1.58	0.56	0.46
WEST VIRGINIA	14.95	6.25	3.85	2.96	0.71
WISCONSIN	11.94	5.67	1.98	1.30	1.74
WYOMING	12.15	6.08	2.94	0.59	1.02
AMERICAN SAMOA	4.07	3.32	0.17	0.35	0.04
GUAM	5.63	4.19	0.55	0.25	0.05
NORTHERN MARIANAS	4.95	3.14	0.29	0.56	0.02
PALAU	.	.	.	.	.
VIRGIN ISLANDS	5.97	2.47	0.63	1.97	0.37
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	11.49	5.74	2.28	1.14	0.94
50 STATES, D.C. & P.R.	11.48	5.74	2.28	1.14	0.94

Please see data notes for an explanation of individual state differences.

Developmental delay is applicable only to children ages 3 through 9.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on 2000-01 enrollment counts from NCES. These counts include individuals with and without disabilities, in prekindergarten through grade 12.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.08	0.53	0.05
ALASKA	0.30	0.15	0.05	0.65	0.03
ARIZONA	0.26	0.16	0.08	0.20	0.06
ARKANSAS	0.23	0.12	0.04	1.23	0.04
CALIFORNIA	0.07	0.14	0.17	0.29	0.05
COLORADO	0.36	0.16	0.74	0.00	0.04
CONNECTICUT	0.34	0.13	0.04	1.35	0.05
DELAWARE	0.00	0.18	0.94	0.00	0.04
DISTRICT OF COLUMBIA	0.48	0.10	0.09	0.19	0.02
FLORIDA	0.00	0.12	0.16	0.33	0.04
GEORGIA	0.00	0.10	0.06	0.93	0.04
HAWAII	0.13	0.19	0.07	0.71	0.04
IDAHO	0.18	0.12	0.04	0.47	0.04
ILLINOIS	0.00	0.15	0.13	0.36	0.05
INDIANA	0.11	0.16	0.13	0.36	0.07
IOWA	0.04	0.10	0.12	0.02	0.02
KANSAS	0.37	0.11	0.09	1.08	0.04
KENTUCKY	0.35	0.10	0.07	1.07	0.06
LOUISIANA	0.10	0.16	0.17	1.01	0.05
MAINE	1.19	0.11	0.03	1.16	0.04
MARYLAND	0.65	0.14	0.05	0.86	0.05
MASSACHUSETTS	0.22	0.13	0.08	0.11	0.06
MICHIGAN	0.14	0.17	0.72	0.00	0.05
MINNESOTA	0.00	0.21	0.16	0.88	0.04
MISSISSIPPI	0.08	0.11	0.32	0.00	0.04
MISSOURI	0.09	0.12	0.07	0.81	0.04
MONTANA	0.33	0.12	0.05	0.70	0.04
NEBRASKA	0.11	0.19	0.15	0.80	0.07
NEVADA	0.17	0.12	0.08	0.41	0.04
NEW HAMPSHIRE	0.16	0.12	0.06	1.64	0.06
NEW JERSEY	1.34	0.11	0.04	0.50	0.02
NEW MEXICO	0.31	0.15	0.08	0.64	0.05
NEW YORK	0.67	0.18	0.09	0.84	0.06
NORTH CAROLINA	0.12	0.15	0.08	1.02	0.05
NORTH DAKOTA	0.00	0.11	0.11	0.56	0.05
OHIO	0.61	0.13	0.11	0.34	0.06
OKLAHOMA	0.23	0.12	0.07	0.53	0.05
OREGON	0.00	0.17	0.13	0.85	0.05
PENNSYLVANIA	0.09	0.14	0.06	0.12	0.06
PUERTO RICO	0.16	0.13	0.08	0.24	0.08
RHODE ISLAND	0.17	0.13	0.07	1.55	0.04
SOUTH CAROLINA	0.03	0.15	0.11	0.53	0.04
SOUTH DAKOTA	0.38	0.10	0.07	0.42	0.03
TENNESSEE	0.16	0.13	0.11	0.94	0.08
TEXAS	0.19	0.13	0.13	0.88	0.05
UTAH	0.20	0.11	0.03	0.23	0.05
VERMONT	0.08	0.19	0.09	1.10	0.04
VIRGINIA	0.18	0.11	0.06	1.18	0.04
WASHINGTON	0.22	0.14	0.08	1.67	0.03
WEST VIRGINIA	0.00	0.13	0.06	0.79	0.07
WISCONSIN	0.00	0.15	0.14	0.69	0.04
WYOMING	0.04	0.18	0.14	0.93	0.06
AMERICAN SAMOA	0.11	0.01	0.01	0.02	0.03
GUAM	0.15	0.09	0.04	0.17	0.03
NORTHERN MARIANAS	0.33	0.10	0.09	0.10	0.05
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.09	0.08	0.00	0.16	0.03
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.22	0.14	0.14	0.59	0.05
50 STATES, D.C. & P.R.	0.22	0.14	0.14	0.59	0.05

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children ages 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 2000-01 enrollment counts from NCES. These counts include individuals with and without disabilities, in prekindergarten through grade 12.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.10	0.00	0.03	0.10
ALASKA	0.14	0.00	0.04	0.01
ARIZONA	0.12	0.00	0.03	0.00
ARKANSAS	0.15	0.00	0.03	0.00
CALIFORNIA	0.16	0.00	0.02	0.00
COLORADO	0.06	0.01	0.03	0.00
CONNECTICUT	0.21	0.01	0.01	0.00
DELAWARE	0.21	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.13	0.01	0.03	0.02
FLORIDA	0.14	0.00	0.02	0.00
GEORGIA	0.13	0.00	0.02	0.00
HAWAII	0.14	0.00	0.03	0.21
IDAHO	0.11	0.01	0.05	0.56
ILLINOIS	0.14	0.00	0.03	0.00
INDIANA	0.25	0.00	0.04	0.00
IOWA	0.10	0.00	0.02	0.00
KANSAS	0.13	0.00	0.04	0.14
KENTUCKY	0.13	0.00	0.03	0.68
LOUISIANA	0.14	0.00	0.04	0.29
MAINE	0.20	0.00	0.04	0.00
MARYLAND	0.21	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.22	0.00	0.00	0.00
MINNESOTA	0.28	0.00	0.04	0.14
MISSISSIPPI	0.07	0.00	0.02	0.36
MISSOURI	0.17	0.00	0.03	0.00
MONTANA	0.10	0.01	0.03	0.00
NEBRASKA	0.10	0.00	0.06	0.04
NEVADA	0.11	0.00	0.04	0.00
NEW HAMPSHIRE	0.15	0.00	0.02	0.17
NEW JERSEY	0.21	0.00	0.00	0.00
NEW MEXICO	0.07	0.00	0.06	0.21
NEW YORK	0.19	0.00	0.04	0.00
NORTH CAROLINA	0.18	0.00	0.03	0.04
NORTH DAKOTA	0.10	0.00	0.02	0.05
OHIO	0.12	0.00	0.02	0.00
OKLAHOMA	0.10	0.00	0.04	0.00
OREGON	0.43	0.01	0.05	0.00
PENNSYLVANIA	0.17	0.00	0.07	0.00
PUERTO RICO	0.07	0.00	0.00	0.00
RHODE ISLAND	0.19	0.00	0.03	0.00
SOUTH CAROLINA	0.12	0.00	0.01	0.01
SOUTH DAKOTA	0.16	0.00	0.03	0.00
TENNESSEE	0.09	0.00	0.02	0.31
TEXAS	0.14	0.00	0.02	0.00
UTAH	0.11	0.01	0.06	0.06
VERMONT	0.15	0.01	0.05	0.55
VIRGINIA	0.16	0.00	0.02	0.58
WASHINGTON	0.15	0.00	0.03	0.38
WEST VIRGINIA	0.10	0.01	0.03	0.00
WISCONSIN	0.20	0.00	0.03	0.01
WYOMING	0.10	0.00	0.07	0.00
AMERICAN SAMOA	0.01	0.00	0.01	0.00
GUAM	0.05	0.00	0.01	0.07
NORTHERN MARIANAS	0.02	0.00	0.00	0.25
PALAU	.	.	.	.
VIRGIN ISLANDS	0.02	0.00	0.00	0.16
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.15	0.00	0.03	0.06
50 STATES, D.C. & P.R.	0.16	0.00	0.03	0.06

Please see data notes for an explanation of individual state differences.
Developmental delay is applicable only to children ages 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 2000-01 enrollment counts from NCES. These counts include individuals with and without disabilities, in prekindergarten through grade 12.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	27	43	2,727	74	4,683	0
ALASKA	472	74	98	79	914	0
ARIZONA	605	147	367	3,032	4,993	0
ARKANSAS	16	31	2,610	245	6,485	0
CALIFORNIA	365	3,718	5,034	24,187	24,347	0
COLORADO	121	157	450	1,769	5,712	0
CONNECTICUT	32	108	894	999	5,139	0
DELAWARE	3	24	458	92	1,075	0
DISTRICT OF COLUMBIA	1	1	315	29	28	0
FLORIDA	140	381	7,272	4,848	18,019	0
GEORGIA	28	141	5,838	586	9,967	0
HAWAII	7	1,435	50	62	365	0
IDAHO	55	22	35	470	3,009	0
ILLINOIS	31	390	4,283	2,318	21,497	0
INDIANA	25	89	1,259	352	13,376	0
IOWA	21	46	242	179	5,092	0
KANSAS	89	68	641	674	6,422	0
KENTUCKY	15	60	1,689	120	14,488	0
LOUISIANA	44	49	4,244	114	5,506	0
MAINE	32	19	42	24	3,861	0
MARYLAND	43	249	3,127	371	6,213	0
MASSACHUSETTS	26	205	1,468	1,596	11,033	0
MICHIGAN	143	571	2,887	499	15,837	0
MINNESOTA	288	256	725	430	9,824	0
MISSISSIPPI	7	14	2,846	27	4,050	0
MISSOURI	17	72	1,519	145	9,554	0
MONTANA	211	12	20	12	1,352	0
NEBRASKA	63	54	207	264	3,136	0
NEVADA	80	119	340	765	2,372	0
NEW HAMPSHIRE	15	30	30	46	2,266	0
NEW JERSEY	25	555	2,479	2,100	11,202	0
NEW MEXICO	612	27	122	2,400	1,809	0
NEW YORK	.	.	.	.	.	51,623
NORTH CAROLINA	363	108	5,819	435	10,636	0
NORTH DAKOTA	83	7	18	33	1,106	0
OHIO	12	106	2,533	301	15,712	0
OKLAHOMA	991	148	587	171	4,496	0
OREGON	124	130	172	790	5,710	0
PENNSYLVANIA	53	184	2,758	897	16,509	0
PUERTO RICO	1	1	0	7,744	0	0
RHODE ISLAND	14	16	122	295	2,167	0
SOUTH CAROLINA	24	94	5,470	146	6,041	0
SOUTH DAKOTA	405	15	50	23	1,793	0
TENNESSEE	12	61	1,864	119	8,643	0
TEXAS	127	590	4,437	12,869	18,419	0
UTAH	131	65	79	412	5,098	0
VERMONT	6	11	28	6	1,587	0
VIRGINIA	50	306	3,348	784	9,875	0
WASHINGTON	401	512	673	1,443	8,731	0
WEST VIRGINIA	2	5	141	8	5,289	0
WISCONSIN	171	176	1,611	580	11,840	0
WYOMING	80	11	29	139	1,439	0
AMERICAN SAMOA	0	48	0	0	0	0
GUAM	1	192	1	6	5	0
NORTHERN MARIANAS	0	52	0	0	1	0
PALAU	0	10	0	0	0	0
VIRGIN ISLANDS	0	0	74	25	3	0
BUR. OF INDIAN AFFAIRS	317	0	0	1	4	16
U.S. AND OUTLYING AREAS	7,027	12,015	84,132	76,135	368,730	51,639
50 STATES, D.C. & P.R.	6,709	11,713	84,057	76,103	368,717	51,623

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.36	0.57	36.10	0.98	61.99
ALASKA	28.83	4.52	5.99	4.83	55.83
ARIZONA	6.62	1.61	4.01	33.16	54.60
ARKANSAS	0.17	0.33	27.80	2.61	69.08
CALIFORNIA	0.63	6.45	8.73	41.95	42.23
COLORADO	1.47	1.91	5.48	21.55	69.58
CONNECTICUT	0.45	1.51	12.47	13.93	71.65
DELAWARE	0.18	1.45	27.72	5.57	65.07
DISTRICT OF COLUMBIA	0.27	0.27	84.22	7.75	7.49
FLORIDA	0.46	1.24	23.72	15.81	58.77
GEORGIA	0.17	0.85	35.25	3.54	60.19
HAWAII	0.36	74.78	2.61	3.23	19.02
IDAHO	1.53	0.61	0.97	13.09	83.79
ILLINOIS	0.11	1.37	15.02	8.13	75.38
INDIANA	0.17	0.59	8.34	2.33	88.58
IOWA	0.38	0.82	4.34	3.21	91.25
KANSAS	1.13	0.86	8.12	8.54	81.35
KENTUCKY	0.09	0.37	10.32	0.73	88.49
LOUISIANA	0.44	0.49	42.62	1.14	55.30
MAINE	0.80	0.48	1.06	0.60	97.06
MARYLAND	0.43	2.49	31.26	3.71	62.11
MASSACHUSETTS	0.18	1.43	10.25	11.14	77.00
MICHIGAN	0.72	2.86	14.48	2.50	79.44
MINNESOTA	2.50	2.22	6.29	3.73	85.26
MISSISSIPPI	0.10	0.20	40.99	0.39	58.32
MISSOURI	0.15	0.64	13.43	1.28	84.50
MONTANA	13.13	0.75	1.24	0.75	84.13
NEBRASKA	Cx1.69	1.45	5.56	7.09	84.21
NEVADA	2.18	3.24	9.25	20.81	64.53
NEW HAMPSHIRE	0.63	1.26	1.26	1.93	94.93
NEW JERSEY	0.15	3.39	15.15	12.84	68.47
NEW MEXICO	12.31	0.54	2.45	48.29	36.40
NEW YORK	.	.	.	.	.
NORTH CAROLINA	2.09	0.62	33.52	2.51	61.26
NORTH DAKOTA	6.66	0.56	1.44	2.65	88.69
OHIO	0.06	0.57	13.57	1.61	84.18
OKLAHOMA	15.50	2.32	9.18	2.67	70.33
OREGON	1.79	1.88	2.48	11.41	82.44
PENNSYLVANIA	0.26	0.90	13.52	4.40	80.92
PUERTO RICO	0.01	0.01	0.00	99.97	0.00
RHODE ISLAND	0.54	0.61	4.67	11.29	82.90
SOUTH CAROLINA	0.20	0.80	46.45	1.24	51.30
SOUTH DAKOTA	17.72	0.66	2.19	1.01	78.43
TENNESSEE	0.11	0.57	17.42	1.11	80.78
TEXAS	0.35	1.62	12.18	35.31	50.54
UTAH	2.26	1.12	1.37	7.12	88.12
VERMONT	0.37	0.67	1.71	0.37	96.89
VIRGINIA	0.35	2.13	23.31	5.46	68.75
WASHINGTON	3.41	4.35	5.72	12.27	74.24
WEST VIRGINIA	0.04	0.09	2.59	0.15	97.13
WISCONSIN	1.19	1.22	11.20	4.03	82.35
WYOMING	4.71	0.65	1.71	8.19	84.75
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.49	93.66	0.49	2.93	2.44
NORTHERN MARIANAS	0.00	98.11	0.00	0.00	1.89
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	72.55	24.51	2.94
BUR. OF INDIAN AFFAIRS	98.45	0.00	0.00	0.31	1.24
U.S. AND OUTLYING AREAS	1.28	2.19	15.35	13.89	67.28
50 STATES, D.C. & P.R.	1.23	2.14	15.36	13.91	67.37

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	4	0	10	0
ALASKA	2	0	7	0	5	0
ARIZONA	15	1	7	41	74	0
ARKANSAS	0	0	5	0	47	0
CALIFORNIA	22	239	507	2,594	996	0
COLORADO	0	1	4	14	70	0
CONNECTICUT	0	1	36	60	49	0
DELAWARE	0	2	164	41	253	0
DISTRICT OF COLUMBIA	0	0	8	0	1	0
FLORIDA	3	12	151	341	282	0
GEORGIA	0	1	79	17	73	0
HAWAII	0	22	1	1	6	0
IDAHO	1	0	0	3	28	0
ILLINOIS	3	15	298	205	657	0
INDIANA	0	3	10	2	220	0
IOWA	0	0	1	2	29	0
KANSAS	2	1	2	1	33	0
KENTUCKY	0	0	0	1	6	0
LOUISIANA	0	0	14	1	7	0
MAINE	0	0	0	0	17	0
MARYLAND	0	0	15	1	47	0
MASSACHUSETTS	8	61	436	474	3,274	0
MICHIGAN	2	0	70	4	91	0
MINNESOTA	7	0	14	3	75	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	79	1	228	0
MONTANA	139	5	12	7	94	0
NEBRASKA	1	0	3	0	43	0
NEVADA	1	2	1	6	15	0
NEW HAMPSHIRE	0	0	0	0	3	0
NEW JERSEY	2	14	199	147	592	0
NEW MEXICO	6	0	0	9	4	0
NEW YORK	.	.	.	.	.	3,279
NORTH CAROLINA	0	1	12	0	30	0
NORTH DAKOTA	0	0	0	0	1	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	2	7	0
OREGON	0	0	0	2	14	0
PENNSYLVANIA	1	2	69	25	374	0
PUERTO RICO	0	0	0	272	0	0
RHODE ISLAND	1	2	19	54	103	0
SOUTH CAROLINA	0	0	26	2	30	0
SOUTH DAKOTA	14	1	2	5	52	0
TENNESSEE	0	1	63	2	68	0
TEXAS	0	13	189	478	384	0
UTAH	1	0	0	1	27	0
VERMONT	0	0	0	0	0	0
VIRGINIA	2	16	47	27	114	0
WASHINGTON	0	0	0	4	11	0
WEST VIRGINIA	0	0	0	0	6	0
WISCONSIN	0	1	27	6	83	0
WYOMING	1	0	0	0	6	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	16
U.S. AND OUTLYING AREAS	234	417	2,581	4,856	8,639	3,295
50 STATES, D.C. & P.R.	234	417	2,581	4,856	8,639	3,279

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	28.57	0.00	71.43
ALASKA	14.29	0.00	50.00	0.00	35.71
ARIZONA	10.87	0.72	5.07	29.71	53.62
ARKANSAS	0.00	0.00	9.62	0.00	90.38
CALIFORNIA	0.50	5.48	11.63	59.52	22.85
COLORADO	0.00	1.12	4.49	15.73	78.65
CONNECTICUT	0.00	0.68	24.66	41.10	33.56
DELAWARE	0.00	0.43	35.65	8.91	55.00
DISTRICT OF COLUMBIA	0.00	0.00	88.89	0.00	11.11
FLORIDA	0.38	1.52	19.14	43.22	35.74
GEORGIA	0.00	0.59	46.47	10.00	42.94
HAWAII	0.00	73.33	3.33	3.33	20.00
IDAHO	3.13	0.00	0.00	9.38	87.50
ILLINOIS	0.25	1.27	25.30	17.40	55.77
INDIANA	0.00	1.28	4.26	0.85	93.62
IOWA	0.00	0.00	3.13	6.25	90.63
KANSAS	5.13	2.56	5.13	2.56	84.62
KENTUCKY	0.00	0.00	0.00	14.29	85.71
LOUISIANA	0.00	0.00	63.64	4.55	31.82
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	23.81	1.59	74.60
MASSACHUSETTS	0.19	1.43	10.25	11.15	76.98
MICHIGAN	1.20	0.00	41.92	2.40	54.49
MINNESOTA	7.07	0.00	14.14	3.03	75.76
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	25.65	0.32	74.03
MONTANA	54.09	1.95	4.67	2.72	36.58
NEBRASKA	2.13	0.00	6.38	0.00	91.49
NEVADA	4.00	8.00	4.00	24.00	60.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.21	1.47	20.86	15.41	62.05
NEW MEXICO	31.58	0.00	0.00	47.37	21.05
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	2.33	27.91	0.00	69.77
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	22.22	77.78
OREGON	0.00	0.00	0.00	12.50	87.50
PENNSYLVANIA	0.21	0.42	14.65	5.31	79.41
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.56	1.12	10.61	30.17	57.54
SOUTH CAROLINA	0.00	0.00	44.83	3.45	51.72
SOUTH DAKOTA	18.92	1.35	2.70	6.76	70.27
TENNESSEE	0.00	0.75	47.01	1.49	50.75
TEXAS	0.00	1.22	17.76	44.92	36.09
UTAH	3.45	0.00	0.00	3.45	93.10
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.97	7.77	22.82	13.11	55.34
WASHINGTON	0.00	0.00	0.00	26.67	73.33
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.00	0.85	23.08	5.13	70.94
WYOMING	14.29	0.00	0.00	0.00	85.71
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.40	2.49	15.43	29.03	51.65
50 STATES, D.C. & P.R.	1.40	2.49	15.43	29.03	51.65

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	21	26	1,611	36	3,296	0
ALASKA	240	38	47	48	472	0
ARIZONA	142	33	74	714	1,249	0
ARKANSAS	9	9	680	77	3,230	0
CALIFORNIA	288	2,085	3,182	15,855	17,945	0
COLORADO	45	57	132	620	2,321	0
CONNECTICUT	16	26	209	252	2,080	0
DELAWARE	1	8	79	8	445	0
DISTRICT OF COLUMBIA	0	1	149	19	11	0
FLORIDA	69	133	3,353	2,084	10,836	0
GEORGIA	12	66	2,967	239	6,726	0
HAWAII	1	144	5	6	37	0
IDAHO	20	10	10	106	1,105	0
ILLINOIS	19	173	2,055	1,099	14,487	0
INDIANA	22	63	810	204	10,001	0
IOWA	17	36	192	144	4,124	0
KANSAS	48	28	313	413	3,457	0
KENTUCKY	9	19	782	41	7,800	0
LOUISIANA	22	16	1,393	40	2,787	0
MAINE	22	13	24	17	2,121	0
MARYLAND	26	133	1,627	207	4,496	0
MASSACHUSETTS	12	93	663	721	4,983	0
MICHIGAN	93	360	1,484	300	10,938	0
MINNESOTA	76	63	149	125	3,742	0
MISSISSIPPI	2	6	1,698	16	3,124	0
MISSOURI	4	5	226	30	2,073	0
MONTANA	30	3	3	1	1,012	0
NEBRASKA	40	34	118	172	2,145	0
NEVADA	21	21	55	129	757	0
NEW HAMPSHIRE	6	19	13	27	1,317	0
NEW JERSEY	7	180	563	546	3,285	0
NEW MEXICO	68	4	19	429	349	0
NEW YORK	.	.	.	.	.	32,707
NORTH CAROLINA	249	51	2,651	166	6,683	0
NORTH DAKOTA	62	5	8	24	762	0
OHIO	4	32	767	91	4,761	0
OKLAHOMA	142	5	43	4	298	0
OREGON	69	54	87	434	3,224	0
PENNSYLVANIA	20	102	1,225	283	8,494	0
PUERTO RICO	0	0	0	5,933	0	0
RHODE ISLAND	7	3	48	86	1,004	0
SOUTH CAROLINA	14	73	4,009	99	4,539	0
SOUTH DAKOTA	141	4	7	0	764	0
TENNESSEE	11	35	1,203	70	6,569	0
TEXAS	107	420	3,310	9,846	15,040	0
UTAH	33	24	25	107	1,903	0
VERMONT	0	0	0	0	125	0
VIRGINIA	33	92	1,112	287	5,535	0
WASHINGTON	90	119	114	223	2,011	0
WEST VIRGINIA	1	2	57	3	3,024	0
WISCONSIN	105	95	785	360	8,624	0
WYOMING	57	7	21	120	1,095	0
AMERICAN SAMOA	0	26	0	0	0	0
GUAM	0	56	0	0	1	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	0	0	15	5	1	0
BUR. OF INDIAN AFFAIRS	215	0	0	1	0	0
U.S. AND OUTLYING AREAS	2,768	5,116	40,172	42,867	207,208	32,707
50 STATES, D.C. & P.R.	2,553	5,028	40,157	42,861	207,206	32,707

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.42	0.52	32.28	0.72	66.05
ALASKA	28.40	4.50	5.56	5.68	55.86
ARIZONA	6.42	1.49	3.35	32.28	56.46
ARKANSAS	0.22	0.22	16.98	1.92	80.65
CALIFORNIA	0.73	5.30	8.09	40.29	45.60
COLORADO	1.42	1.80	4.16	19.53	73.10
CONNECTICUT	0.62	1.01	8.09	9.76	80.53
DELAWARE	0.18	1.48	14.60	1.48	82.26
DISTRICT OF COLUMBIA	0.00	0.56	82.78	10.56	6.11
FLORIDA	0.42	0.81	20.35	12.65	65.77
GEORGIA	0.12	0.66	29.64	2.39	67.19
HAWAII	0.52	74.61	2.59	3.11	19.17
IDAHO	1.60	0.80	0.80	8.47	88.33
ILLINOIS	0.11	0.97	11.52	6.16	81.24
INDIANA	0.20	0.57	7.30	1.84	90.10
IOWA	0.38	0.80	4.25	3.19	91.38
KANSAS	1.13	0.66	7.35	9.70	81.17
KENTUCKY	0.10	0.22	9.04	0.47	90.16
LOUISIANA	0.52	0.38	32.71	0.94	65.45
MAINE	1.00	0.59	1.09	0.77	96.54
MARYLAND	0.40	2.05	25.07	3.19	69.29
MASSACHUSETTS	0.19	1.44	10.24	11.14	76.99
MICHIGAN	0.71	2.73	11.26	2.28	83.02
MINNESOTA	1.83	1.52	3.59	3.01	90.06
MISSISSIPPI	0.04	0.12	35.04	0.33	64.47
MISSOURI	0.17	0.21	9.67	1.28	88.67
MONTANA	2.86	0.29	0.29	0.10	96.47
NEBRASKA	1.59	1.36	4.70	6.86	85.49
NEVADA	2.14	2.14	5.60	13.12	77.01
NEW HAMPSHIRE	0.43	1.37	0.94	1.95	95.30
NEW JERSEY	0.15	3.93	12.29	11.92	71.71
NEW MEXICO	7.83	0.46	2.19	49.37	40.16
NEW YORK	.	.	.	.	.
NORTH CAROLINA	2.54	0.52	27.05	1.69	68.19
NORTH DAKOTA	7.20	0.58	0.93	2.79	88.50
OHIO	0.07	0.57	13.56	1.61	84.19
OKLAHOMA	28.86	1.02	8.74	0.81	60.57
OREGON	1.78	1.40	2.25	11.22	83.35
PENNSYLVANIA	0.20	1.01	12.10	2.80	83.90
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.61	0.26	4.18	7.49	87.46
SOUTH CAROLINA	0.16	0.84	45.90	1.13	51.97
SOUTH DAKOTA	15.39	0.44	0.76	0.00	83.41
TENNESSEE	0.14	0.44	15.25	0.89	83.28
TEXAS	0.37	1.46	11.52	34.28	52.36
UTAH	1.58	1.15	1.20	5.11	90.97
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.47	1.30	15.75	4.07	78.41
WASHINGTON	3.52	4.65	4.46	8.72	78.65
WEST VIRGINIA	0.03	0.06	1.85	0.10	97.96
WISCONSIN	1.05	0.95	7.87	3.61	86.51
WYOMING	4.38	0.54	1.62	9.23	84.23
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	98.25	0.00	0.00	1.75
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	71.43	23.81	4.76
BUR. OF INDIAN AFFAIRS	99.54	0.00	0.00	0.46	0.00
U.S. AND OUTLYING AREAS	0.93	1.72	13.47	14.38	69.50
50 STATES, D.C. & P.R.	0.86	1.69	13.48	14.39	69.58

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	19	2	15	0
ALASKA	2	0	0	0	0	0
ARIZONA	14	3	21	104	92	0
ARKANSAS	2	0	47	6	106	0
CALIFORNIA	16	358	467	2,039	1,201	0
COLORADO	0	0	4	4	17	0
CONNECTICUT	0	1	5	7	37	0
DELAWARE	0	3	48	12	55	0
DISTRICT OF COLUMBIA	0	0	19	1	1	0
FLORIDA	9	30	500	263	572	0
GEORGIA	5	16	679	69	602	0
HAWAII	0	23	1	1	6	0
IDAHO	0	0	0	4	14	0
ILLINOIS	2	31	362	187	504	0
INDIANA	0	4	225	62	1,148	0
IOWA	1	2	15	11	320	0
KANSAS	3	0	6	3	35	0
KENTUCKY	0	1	5	0	56	0
LOUISIANA	0	0	20	0	16	0
MAINE	0	0	0	0	16	0
MARYLAND	1	6	100	4	86	0
MASSACHUSETTS	2	17	121	132	909	0
MICHIGAN	2	18	318	24	507	0
MINNESOTA	6	10	15	4	106	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	39	4	132	0
MONTANA	16	1	2	1	96	0
NEBRASKA	4	2	13	20	187	0
NEVADA	0	1	2	18	27	0
NEW HAMPSHIRE	0	0	0	0	1	0
NEW JERSEY	0	4	48	29	47	0
NEW MEXICO	2	0	1	6	4	0
NEW YORK	.	.	.	.	.	1,413
NORTH CAROLINA	4	1	111	6	86	0
NORTH DAKOTA	1	0	1	0	12	0
OHIO	5	43	1,027	122	6,371	0
OKLAHOMA	0	0	0	0	5	0
OREGON	0	3	2	15	52	0
PENNSYLVANIA	1	3	71	18	262	0
PUERTO RICO	1	0	0	243	0	0
RHODE ISLAND	0	0	2	2	21	0
SOUTH CAROLINA	2	1	250	8	159	0
SOUTH DAKOTA	11	0	2	1	19	0
TENNESSEE	0	1	45	4	55	0
TEXAS	0	14	149	441	206	0
UTAH	0	0	1	9	39	0
VERMONT	0	0	0	0	4	0
VIRGINIA	0	7	51	15	79	0
WASHINGTON	0	0	0	1	5	0
WEST VIRGINIA	0	0	4	0	71	0
WISCONSIN	5	11	71	18	288	0
WYOMING	1	1	0	1	13	0
AMERICAN SAMOA	0	7	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	0	1	1	0
BUR. OF INDIAN AFFAIRS	11	0	0	0	0	0
U.S. AND OUTLYING AREAS	129	624	4,889	3,922	14,663	1,413
50 STATES, D.C. & P.R.	118	616	4,889	3,921	14,662	1,413

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	52.78	5.56	41.67
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	5.98	1.28	8.97	44.44	39.32
ARKANSAS	1.24	0.00	29.19	3.73	65.84
CALIFORNIA	0.39	8.77	11.44	49.96	29.43
COLORADO	0.00	0.00	16.00	16.00	68.00
CONNECTICUT	0.00	2.00	10.00	14.00	74.00
DELAWARE	0.00	2.54	40.68	10.17	46.61
DISTRICT OF COLUMBIA	0.00	0.00	90.48	4.76	4.76
FLORIDA	0.66	2.18	36.39	19.14	41.63
GEORGIA	0.36	1.17	49.53	5.03	43.91
HAWAII	0.00	74.19	3.23	3.23	19.35
IDAHO	0.00	0.00	0.00	22.22	77.78
ILLINOIS	0.18	2.85	33.33	17.22	46.41
INDIANA	0.00	0.28	15.64	4.31	79.78
IOWA	0.29	0.57	4.30	3.15	91.69
KANSAS	6.38	0.00	12.77	6.38	74.47
KENTUCKY	0.00	1.61	8.06	0.00	90.32
LOUISIANA	0.00	0.00	55.56	0.00	44.44
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.51	3.05	50.76	2.03	43.65
MASSACHUSETTS	0.17	1.44	10.25	11.18	76.97
MICHIGAN	0.23	2.07	36.59	2.76	58.34
MINNESOTA	4.26	7.09	10.64	2.84	75.18
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	22.29	2.29	75.43
MONTANA	13.79	0.86	1.72	0.86	82.76
NEBRASKA	1.77	0.88	5.75	8.85	82.74
NEVADA	0.00	2.08	4.17	37.50	56.25
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	3.13	37.50	22.66	36.72
NEW MEXICO	15.38	0.00	7.69	46.15	30.77
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.92	0.48	53.37	2.88	41.35
NORTH DAKOTA	7.14	0.00	7.14	0.00	85.71
OHIO	0.07	0.57	13.57	1.61	84.18
OKLAHOMA	0.00	0.00	0.00	0.00	100.00
OREGON	0.00	4.17	2.78	20.83	72.22
PENNSYLVANIA	0.28	0.85	20.00	5.07	73.80
PUERTO RICO	0.41	0.00	0.00	99.59	0.00
RHODE ISLAND	0.00	0.00	8.00	8.00	84.00
SOUTH CAROLINA	0.48	0.24	59.52	1.90	37.86
SOUTH DAKOTA	33.33	0.00	6.06	3.03	57.58
TENNESSEE	0.00	0.95	42.86	3.81	52.38
TEXAS	0.00	1.73	18.40	54.44	25.43
UTAH	0.00	0.00	2.04	18.37	79.59
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	4.61	33.55	9.87	51.97
WASHINGTON	0.00	0.00	0.00	16.67	83.33
WEST VIRGINIA	0.00	0.00	5.33	0.00	94.67
WISCONSIN	1.27	2.80	18.07	4.58	73.28
WYOMING	6.25	6.25	0.00	6.25	81.25
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	50.00	50.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.53	2.58	20.18	16.19	60.52
50 STATES, D.C. & P.R.	0.49	2.54	20.20	16.20	60.57

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	1	0	5	0
ALASKA	0	0	0	0	1	0
ARIZONA	0	0	3	3	29	0
ARKANSAS	0	0	1	0	2	0
CALIFORNIA	1	7	26	37	65	0
COLORADO	1	0	4	5	24	0
CONNECTICUT	0	1	9	9	11	0
DELAWARE	0	0	6	1	6	0
DISTRICT OF COLUMBIA	0	0	23	0	2	0
FLORIDA	3	0	108	62	218	0
GEORGIA	1	7	163	26	317	0
HAWAII	0	54	2	2	13	0
IDAHO	0	0	0	0	0	0
ILLINOIS	0	3	149	44	289	0
INDIANA	0	1	10	1	67	0
IOWA	1	2	11	5	157	0
KANSAS	1	1	4	0	20	0
KENTUCKY	0	0	6	0	8	0
LOUISIANA	0	0	1	0	1	0
MAINE	2	0	2	2	131	0
MARYLAND	0	0	23	1	5	0
MASSACHUSETTS	1	8	55	59	410	0
MICHIGAN	1	4	30	2	70	0
MINNESOTA	6	3	20	2	52	0
MISSISSIPPI	0	0	0	0	1	0
MISSOURI	0	0	5	0	60	0
MONTANA	10	1	1	1	13	0
NEBRASKA	0	0	3	1	35	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	0	7	0
NEW JERSEY	0	1	29	12	46	0
NEW MEXICO	0	0	0	2	2	0
NEW YORK	.	.	.	.	.	2,325
NORTH CAROLINA	0	0	21	0	21	0
NORTH DAKOTA	0	0	0	0	2	0
OHIO	2	13	302	35	1,872	0
OKLAHOMA	0	0	0	0	2	0
OREGON	1	2	2	1	55	0
PENNSYLVANIA	0	0	21	5	65	0
PUERTO RICO	0	0	0	13	0	0
RHODE ISLAND	0	0	2	1	20	0
SOUTH CAROLINA	0	0	9	0	8	0
SOUTH DAKOTA	5	0	0	0	8	0
TENNESSEE	0	0	2	0	4	0
TEXAS	1	1	29	46	82	0
UTAH	1	0	0	3	25	0
VERMONT	0	0	0	0	3	0
VIRGINIA	0	0	22	3	23	0
WASHINGTON	0	0	0	0	7	0
WEST VIRGINIA	0	0	0	0	24	0
WISCONSIN	4	0	44	10	198	0
WYOMING	0	0	0	0	2	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	42	109	1,150	394	4,488	2,325
50 STATES, D.C. & P.R.	42	109	1,150	394	4,488	2,325

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	16.67	0.00	83.33
ALASKA	0.00	0.00	0.00	0.00	100.00
ARIZONA	0.00	0.00	8.57	8.57	82.86
ARKANSAS	0.00	0.00	33.33	0.00	66.67
CALIFORNIA	0.74	5.15	19.12	27.21	47.79
COLORADO	2.94	0.00	11.76	14.71	70.59
CONNECTICUT	0.00	3.33	30.00	30.00	36.67
DELAWARE	0.00	0.00	46.15	7.69	46.15
DISTRICT OF COLUMBIA	0.00	0.00	92.00	0.00	8.00
FLORIDA	0.77	0.00	27.62	15.86	55.75
GEORGIA	0.19	1.36	31.71	5.06	61.67
HAWAII	0.00	76.06	2.82	2.82	18.31
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.62	30.72	9.07	59.59
INDIANA	0.00	1.27	12.66	1.27	84.81
IOWA	0.57	1.14	6.25	2.84	89.20
KANSAS	3.85	3.85	15.38	0.00	76.92
KENTUCKY	0.00	0.00	42.86	0.00	57.14
LOUISIANA	0.00	0.00	50.00	0.00	50.00
MAINE	1.46	0.00	1.46	1.46	95.62
MARYLAND	0.00	0.00	79.31	3.45	17.24
MASSACHUSETTS	0.19	1.50	10.32	11.07	76.92
MICHIGAN	0.93	3.74	28.04	1.87	65.42
MINNESOTA	7.23	3.61	24.10	2.41	62.65
MISSISSIPPI	0.00	0.00	0.00	0.00	100.00
MISSOURI	0.00	0.00	7.69	0.00	92.31
MONTANA	38.46	3.85	3.85	3.85	50.00
NEBRASKA	0.00	0.00	7.69	2.56	89.74
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	12.50	0.00	87.50
NEW JERSEY	0.00	1.14	32.95	13.64	52.27
NEW MEXICO	0.00	0.00	0.00	50.00	50.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	50.00	0.00	50.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.09	0.58	13.58	1.57	84.17
OKLAHOMA	0.00	0.00	0.00	0.00	100.00
OREGON	1.64	3.28	3.28	1.64	90.16
PENNSYLVANIA	0.00	0.00	23.08	5.49	71.43
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	8.70	4.35	86.96
SOUTH CAROLINA	0.00	0.00	52.94	0.00	47.06
SOUTH DAKOTA	38.46	0.00	0.00	0.00	61.54
TENNESSEE	0.00	0.00	33.33	0.00	66.67
TEXAS	0.63	0.63	18.24	28.93	51.57
UTAH	3.45	0.00	0.00	10.34	86.21
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	45.83	6.25	47.92
WASHINGTON	0.00	0.00	0.00	0.00	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	1.56	0.00	17.19	3.91	77.34
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.68	1.76	18.60	6.37	72.59
50 STATES, D.C. & P.R.	0.68	1.76	18.60	6.37	72.59

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	57	0	67	0
ALASKA	9	1	3	2	20	0
ARIZONA	6	2	2	18	23	0
ARKANSAS	1	0	23	5	51	0
CALIFORNIA	3	89	92	341	309	0
COLORADO	1	3	3	26	64	0
CONNECTICUT	1	0	9	14	71	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	55	2	8	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	0	49	2	2	13	0
IDAHO	0	0	1	9	27	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	3	31	5	226	0
IOWA	1	1	3	2	40	0
KANSAS	1	0	3	4	17	0
KENTUCKY	0	0	14	1	118	0
LOUISIANA	0	0	29	0	25	0
MAINE	4	1	0	1	131	0
MARYLAND	3	15	125	19	177	0
MASSACHUSETTS	1	10	72	78	542	0
MICHIGAN	5	13	111	23	373	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	0	4	0	4	0
MISSOURI	0	1	8	0	26	0
MONTANA	6	0	1	1	24	0
NEBRASKA	2	0	1	4	26	0
NEVADA	0	2	9	12	22	0
NEW HAMPSHIRE	1	0	0	1	36	0
NEW JERSEY	1	16	214	102	347	0
NEW MEXICO	1	0	2	9	14	0
NEW YORK	.	.	.	.	.	4,376
NORTH CAROLINA	0	0	7	1	14	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	1	11	266	32	1,648	0
OKLAHOMA	2	0	0	0	5	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	2	25	10	146	0
PUERTO RICO	0	1	0	361	0	0
RHODE ISLAND	0	0	1	4	16	0
SOUTH CAROLINA	0	0	8	0	20	0
SOUTH DAKOTA	14	1	0	0	52	0
TENNESSEE	0	1	50	3	121	0
TEXAS	3	14	109	235	203	0
UTAH	0	5	0	4	76	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	4	26	12	101	0
WASHINGTON	0	0	0	0	25	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	5	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	6	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	2	1	0
BUR. OF INDIAN AFFAIRS	12	0	0	0	0	0
U.S. AND OUTLYING AREAS	80	255	1,372	1,345	5,234	4,376
50 STATES, D.C. & P.R.	68	245	1,366	1,343	5,233	4,376

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	45.97	0.00	54.03
ALASKA	25.71	2.86	8.57	5.71	57.14
ARIZONA	11.76	3.92	3.92	35.29	45.10
ARKANSAS	1.25	0.00	28.75	6.25	63.75
CALIFORNIA	0.36	10.67	11.03	40.89	37.05
COLORADO	1.03	3.09	3.09	26.80	65.98
CONNECTICUT	1.05	0.00	9.47	14.74	74.74
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	1.52	0.00	83.33	3.03	12.12
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	74.24	3.03	3.03	19.70
IDAHO	0.00	0.00	2.70	24.32	72.97
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.00	1.13	11.70	1.89	85.28
IOWA	2.13	2.13	6.38	4.26	85.11
KANSAS	4.00	0.00	12.00	16.00	68.00
KENTUCKY	0.00	0.00	10.53	0.75	88.72
LOUISIANA	0.00	0.00	53.70	0.00	46.30
MAINE	2.92	0.73	0.00	0.73	95.62
MARYLAND	0.88	4.42	36.87	5.60	52.21
MASSACHUSETTS	0.14	1.42	10.24	11.10	77.10
MICHIGAN	0.95	2.48	21.14	4.38	71.05
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	50.00	0.00	50.00
MISSOURI	0.00	2.86	22.86	0.00	74.29
MONTANA	18.75	0.00	3.13	3.13	75.00
NEBRASKA	6.06	0.00	3.03	12.12	78.79
NEVADA	0.00	4.44	20.00	26.67	48.89
NEW HAMPSHIRE	2.63	0.00	0.00	2.63	94.74
NEW JERSEY	0.15	2.35	31.47	15.00	51.03
NEW MEXICO	3.85	0.00	7.69	34.62	53.85
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	31.82	4.55	63.64
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.05	0.56	13.59	1.63	84.17
OKLAHOMA	28.57	0.00	0.00	0.00	71.43
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	1.09	13.66	5.46	79.78
PUERTO RICO	0.00	0.28	0.00	99.72	0.00
RHODE ISLAND	0.00	0.00	4.76	19.05	76.19
SOUTH CAROLINA	0.00	0.00	28.57	0.00	71.43
SOUTH DAKOTA	20.90	1.49	0.00	0.00	77.61
TENNESSEE	0.00	0.57	28.57	1.71	69.14
TEXAS	0.53	2.48	19.33	41.67	35.99
UTAH	0.00	5.88	0.00	4.71	89.41
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	2.80	18.18	8.39	70.63
WASHINGTON	0.00	0.00	0.00	0.00	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	66.67	22.22	11.11
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.97	3.08	16.56	16.23	63.17
50 STATES, D.C. & P.R.	0.82	2.97	16.55	16.27	63.39

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	0	45	0	54	0
ALASKA	4	0	1	1	3	0
ARIZONA	15	9	8	74	107	0
ARKANSAS	0	2	8	4	38	0
CALIFORNIA	5	90	91	467	386	0
COLORADO	3	2	5	27	95	0
CONNECTICUT	0	0	11	9	60	0
DELAWARE	0	0	7	1	11	0
DISTRICT OF COLUMBIA	0	0	7	2	4	0
FLORIDA	2	4	65	64	169	0
GEORGIA	1	0	71	20	87	0
HAWAII	0	39	2	2	10	0
IDAHO	2	0	0	0	22	0
ILLINOIS	0	12	90	69	287	0
INDIANA	2	2	10	10	182	0
IOWA	1	2	9	8	186	0
KANSAS	1	2	1	7	41	0
KENTUCKY	0	1	12	4	99	0
LOUISIANA	1	1	48	2	81	0
MAINE	0	1	0	0	37	0
MARYLAND	0	6	47	7	134	0
MASSACHUSETTS	1	4	30	33	227	0
MICHIGAN	3	13	66	13	260	0
MINNESOTA	4	9	8	9	175	0
MISSISSIPPI	0	0	22	1	32	0
MISSOURI	0	1	7	0	32	0
MONTANA	1	1	0	0	14	0
NEBRASKA	0	4	9	3	57	0
NEVADA	1	4	3	20	21	0
NEW HAMPSHIRE	0	0	2	1	38	0
NEW JERSEY	0	4	14	13	43	0
NEW MEXICO	1	0	0	9	7	0
NEW YORK	.	.	.	.	.	670
NORTH CAROLINA	2	5	67	13	141	0
NORTH DAKOTA	3	0	0	0	15	0
OHIO	0	2	50	6	310	0
OKLAHOMA	5	0	6	1	37	0
OREGON	1	2	0	9	94	0
PENNSYLVANIA	2	5	34	15	211	0
PUERTO RICO	0	0	0	128	0	0
RHODE ISLAND	1	0	0	3	24	0
SOUTH CAROLINA	0	3	34	2	45	0
SOUTH DAKOTA	3	0	0	0	18	0
TENNESSEE	0	1	47	3	107	0
TEXAS	0	18	61	294	291	0
UTAH	2	2	3	13	149	0
VERMONT	0	0	0	0	2	0
VIRGINIA	2	6	26	8	99	0
WASHINGTON	1	3	1	7	51	0
WEST VIRGINIA	0	0	2	1	48	0
WISCONSIN	1	9	8	8	137	0
WYOMING	3	0	2	0	20	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	4	0	0	0	0
NORTHERN MARIANAS	0	3	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	1	0	0
BUR. OF INDIAN AFFAIRS	5	0	0	0	0	0
U.S. AND OUTLYING AREAS	80	279	1,040	1,392	4,798	670
50 STATES, D.C. & P.R.	75	269	1,040	1,391	4,798	670

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1.00	0.00	45.00	0.00	54.00
ALASKA	44.44	0.00	11.11	11.11	33.33
ARIZONA	7.04	4.23	3.76	34.74	50.23
ARKANSAS	0.00	3.85	15.38	7.69	73.08
CALIFORNIA	0.48	8.66	8.76	44.95	37.15
COLORADO	2.27	1.52	3.79	20.45	71.97
CONNECTICUT	0.00	0.00	13.75	11.25	75.00
DELAWARE	0.00	0.00	36.84	5.26	57.89
DISTRICT OF COLUMBIA	0.00	0.00	53.85	15.38	30.77
FLORIDA	0.66	1.32	21.38	21.05	55.59
GEORGIA	0.56	0.00	39.66	11.17	48.60
HAWAII	0.00	73.58	3.77	3.77	18.87
IDAHO	8.33	0.00	0.00	0.00	91.67
ILLINOIS	0.00	2.62	19.65	15.07	62.66
INDIANA	0.97	0.97	4.85	4.85	88.35
IOWA	0.49	0.97	4.37	3.88	90.29
KANSAS	1.92	3.85	1.92	13.46	78.85
KENTUCKY	0.00	0.86	10.34	3.45	85.34
LOUISIANA	0.75	0.75	36.09	1.50	60.90
MAINE	0.00	2.63	0.00	0.00	97.37
MARYLAND	0.00	3.09	24.23	3.61	69.07
MASSACHUSETTS	0.34	1.36	10.17	11.19	76.95
MICHIGAN	0.85	3.66	18.59	3.66	73.24
MINNESOTA	1.95	4.39	3.90	4.39	85.37
MISSISSIPPI	0.00	0.00	40.00	1.82	58.18
MISSOURI	0.00	2.50	17.50	0.00	80.00
MONTANA	6.25	6.25	0.00	0.00	87.50
NEBRASKA	0.00	5.48	12.33	4.11	78.08
NEVADA	2.04	8.16	6.12	40.82	42.86
NEW HAMPSHIRE	0.00	0.00	4.88	2.44	92.68
NEW JERSEY	0.00	5.41	18.92	17.57	58.11
NEW MEXICO	5.88	0.00	0.00	52.94	41.18
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.88	2.19	29.39	5.70	61.84
NORTH DAKOTA	16.67	0.00	0.00	0.00	83.33
OHIO	0.00	0.54	13.59	1.63	84.24
OKLAHOMA	10.20	0.00	12.24	2.04	75.51
OREGON	0.94	1.89	0.00	8.49	88.68
PENNSYLVANIA	0.75	1.87	12.73	5.62	79.03
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	3.57	0.00	0.00	10.71	85.71
SOUTH CAROLINA	0.00	3.57	40.48	2.38	53.57
SOUTH DAKOTA	14.29	0.00	0.00	0.00	85.71
TENNESSEE	0.00	0.63	29.75	1.90	67.72
TEXAS	0.00	2.71	9.19	44.28	43.83
UTAH	1.18	1.18	1.78	7.69	88.17
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	1.42	4.26	18.44	5.67	70.21
WASHINGTON	1.59	4.76	1.59	11.11	80.95
WEST VIRGINIA	0.00	0.00	3.92	1.96	94.12
WISCONSIN	0.61	5.52	4.91	4.91	84.05
WYOMING	12.00	0.00	8.00	0.00	80.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.05	3.68	13.70	18.34	63.22
50 STATES, D.C. & P.R.	0.99	3.55	13.73	18.37	63.36

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	17	0	35	0
ALASKA	5	0	1	1	4	0
ARIZONA	4	3	1	18	22	0
ARKANSAS	0	0	25	1	36	0
CALIFORNIA	7	167	199	1,019	892	0
COLORADO	1	3	8	37	196	0
CONNECTICUT	0	1	2	1	26	0
DELAWARE	1	1	38	9	89	0
DISTRICT OF COLUMBIA	0	0	7	2	0	0
FLORIDA	3	12	157	118	422	0
GEORGIA	0	4	21	6	68	0
HAWAII	0	25	1	1	6	0
IDAHO	1	0	0	3	9	0
ILLINOIS	0	10	144	95	353	0
INDIANA	0	4	27	16	284	0
IOWA	0	2	3	2	82	0
KANSAS	0	0	8	5	53	0
KENTUCKY	0	0	4	2	84	0
LOUISIANA	0	2	42	0	62	0
MAINE	0	0	0	0	14	0
MARYLAND	0	0	54	3	39	0
MASSACHUSETTS	1	4	28	30	210	0
MICHIGAN	10	45	265	45	1,079	0
MINNESOTA	1	3	4	5	77	0
MISSISSIPPI	0	1	5	1	9	0
MISSOURI	0	2	9	0	31	0
MONTANA	1	0	0	0	11	0
NEBRASKA	2	3	6	5	119	0
NEVADA	0	2	4	17	34	0
NEW HAMPSHIRE	1	1	0	2	27	0
NEW JERSEY	0	2	9	7	38	0
NEW MEXICO	0	0	0	5	3	0
NEW YORK	.	.	.	.	.	740
NORTH CAROLINA	0	1	39	8	139	0
NORTH DAKOTA	2	0	0	1	29	0
OHIO	0	2	45	6	281	0
OKLAHOMA	1	0	0	0	2	0
OREGON	4	6	4	22	169	0
PENNSYLVANIA	1	4	52	11	146	0
PUERTO RICO	0	0	0	183	0	0
RHODE ISLAND	0	0	3	2	16	0
SOUTH CAROLINA	1	0	14	1	45	0
SOUTH DAKOTA	5	1	0	0	13	0
TENNESSEE	1	2	33	3	137	0
TEXAS	3	13	82	313	298	0
UTAH	0	0	0	1	22	0
VERMONT	0	0	0	0	2	0
VIRGINIA	0	4	11	6	63	0
WASHINGTON	0	1	3	2	37	0
WEST VIRGINIA	0	0	0	0	6	0
WISCONSIN	2	12	31	14	227	0
WYOMING	2	1	1	1	48	0
AMERICAN SAMOA	0	2	0	0	0	0
GUAM	0	3	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	61	349	1,409	2,030	6,094	740
50 STATES, D.C. & P.R.	60	344	1,407	2,030	6,094	740

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	32.69	0.00	67.31
ALASKA	45.45	0.00	9.09	9.09	36.36
ARIZONA	8.33	6.25	2.08	37.50	45.83
ARKANSAS	0.00	0.00	40.32	1.61	58.06
CALIFORNIA	0.31	7.31	8.71	44.61	39.05
COLORADO	0.41	1.22	3.27	15.10	80.00
CONNECTICUT	0.00	3.33	6.67	3.33	86.67
DELAWARE	0.72	0.72	27.54	6.52	64.49
DISTRICT OF COLUMBIA	0.00	0.00	77.78	22.22	0.00
FLORIDA	0.42	1.69	22.05	16.57	59.27
GEORGIA	0.00	4.04	21.21	6.06	68.69
HAWAII	0.00	75.76	3.03	3.03	18.18
IDAHO	7.69	0.00	0.00	23.08	69.23
ILLINOIS	0.00	1.66	23.92	15.78	58.64
INDIANA	0.00	1.21	8.16	4.83	85.80
IOWA	0.00	2.25	3.37	2.25	92.13
KANSAS	0.00	0.00	12.12	7.58	80.30
KENTUCKY	0.00	0.00	4.44	2.22	93.33
LOUISIANA	0.00	1.89	39.62	0.00	58.49
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	56.25	3.13	40.63
MASSACHUSETTS	0.37	1.47	10.26	10.99	76.92
MICHIGAN	0.69	3.12	18.35	3.12	74.72
MINNESOTA	1.11	3.33	4.44	5.56	85.56
MISSISSIPPI	0.00	6.25	31.25	6.25	56.25
MISSOURI	0.00	4.76	21.43	0.00	73.81
MONTANA	8.33	0.00	0.00	0.00	91.67
NEBRASKA	1.48	2.22	4.44	3.70	88.15
NEVADA	0.00	3.51	7.02	29.82	59.65
NEW HAMPSHIRE	3.23	3.23	0.00	6.45	87.10
NEW JERSEY	0.00	3.57	16.07	12.50	67.86
NEW MEXICO	0.00	0.00	0.00	62.50	37.50
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	0.53	20.86	4.28	74.33
NORTH DAKOTA	6.25	0.00	0.00	3.13	90.63
OHIO	0.00	0.60	13.47	1.80	84.13
OKLAHOMA	33.33	0.00	0.00	0.00	66.67
OREGON	1.95	2.93	1.95	10.73	82.44
PENNSYLVANIA	0.47	1.87	24.30	5.14	68.22
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	14.29	9.52	76.19
SOUTH CAROLINA	1.64	0.00	22.95	1.64	73.77
SOUTH DAKOTA	26.32	5.26	0.00	0.00	68.42
TENNESSEE	0.57	1.14	18.75	1.70	77.84
TEXAS	0.42	1.83	11.57	44.15	42.03
UTAH	0.00	0.00	0.00	4.35	95.65
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	4.76	13.10	7.14	75.00
WASHINGTON	0.00	2.33	6.98	4.65	86.05
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.70	4.20	10.84	4.90	79.37
WYOMING	3.77	1.89	1.89	1.89	90.57
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.61	3.51	14.17	20.42	61.29
50 STATES, D.C. & P.R.	0.60	3.46	14.16	20.43	61.34

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	1	42	0	37	0
ALASKA	8	5	1	2	4	0
ARIZONA	4	1	1	10	24	0
ARKANSAS	0	1	14	1	62	0
CALIFORNIA	6	105	149	558	664	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	0	1	12	9	96	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	21	3	0	0
FLORIDA	4	1	87	62	293	0
GEORGIA	1	0	68	11	194	0
HAWAII	0	66	2	3	17	0
IDAHO	0	0	0	1	32	0
ILLINOIS	0	6	78	34	362	0
INDIANA	0	1	26	12	270	0
IOWA	0	0	1	0	14	0
KANSAS	1	1	7	4	64	0
KENTUCKY	0	1	3	0	67	0
LOUISIANA	0	0	27	2	34	0
MAINE	3	0	1	2	90	0
MARYLAND	0	6	112	15	130	0
MASSACHUSETTS	0	3	25	27	187	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	1	2	3	5	56	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	2	16	1	112	0
MONTANA	6	1	1	1	40	0
NEBRASKA	6	4	43	28	326	0
NEVADA	0	2	8	11	35	0
NEW HAMPSHIRE	1	2	3	2	139	0
NEW JERSEY	0	6	45	25	226	0
NEW MEXICO	2	1	0	13	9	0
NEW YORK	.	.	.	.	.	3,467
NORTH CAROLINA	2	2	42	5	115	0
NORTH DAKOTA	1	0	1	1	18	0
OHIO	0	0	0	0	0	0
OKLAHOMA	9	0	1	0	6	0
OREGON	3	0	5	12	120	0
PENNSYLVANIA	0	1	5	2	76	0
PUERTO RICO	0	0	0	400	0	0
RHODE ISLAND	0	1	3	6	47	0
SOUTH CAROLINA	0	0	35	1	77	0
SOUTH DAKOTA	3	0	0	0	9	0
TENNESSEE	0	2	31	5	150	0
TEXAS	7	36	265	757	1,052	0
UTAH	0	0	0	1	32	0
VERMONT	0	0	2	0	11	0
VIRGINIA	0	3	16	6	106	0
WASHINGTON	3	5	16	10	161	0
WEST VIRGINIA	0	0	1	0	17	0
WISCONSIN	10	5	162	36	401	0
WYOMING	4	0	2	2	48	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	1	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	0	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	19	0	0	0	0	0
U.S. AND OUTLYING AREAS	104	282	1,384	2,087	6,031	3,467
50 STATES, D.C. & P.R.	85	274	1,383	2,086	6,030	3,467

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	1.25	52.50	0.00	46.25
ALASKA	40.00	25.00	5.00	10.00	20.00
ARIZONA	10.00	2.50	2.50	25.00	60.00
ARKANSAS	0.00	1.28	17.95	1.28	79.49
CALIFORNIA	0.40	7.09	10.05	37.65	44.80
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	0.85	10.17	7.63	81.36
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	87.50	12.50	0.00
FLORIDA	0.89	0.22	19.46	13.87	65.55
GEORGIA	0.36	0.00	24.82	4.01	70.80
HAWAII	0.00	75.00	2.27	3.41	19.32
IDAHO	0.00	0.00	0.00	3.03	96.97
ILLINOIS	0.00	1.25	16.25	7.08	75.42
INDIANA	0.00	0.32	8.41	3.88	87.38
IOWA	0.00	0.00	6.67	0.00	93.33
KANSAS	1.30	1.30	9.09	5.19	83.12
KENTUCKY	0.00	1.41	4.23	0.00	94.37
LOUISIANA	0.00	0.00	42.86	3.17	53.97
MAINE	3.13	0.00	1.04	2.08	93.75
MARYLAND	0.00	2.28	42.59	5.70	49.43
MASSACHUSETTS	0.00	1.24	10.33	11.16	77.27
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	1.49	2.99	4.48	7.46	83.58
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	1.53	12.21	0.76	85.50
MONTANA	12.24	2.04	2.04	2.04	81.63
NEBRASKA	1.47	0.98	10.57	6.88	80.10
NEVADA	0.00	3.57	14.29	19.64	62.50
NEW HAMPSHIRE	0.68	1.36	2.04	1.36	94.56
NEW JERSEY	0.00	1.99	14.90	8.28	74.83
NEW MEXICO	8.00	4.00	0.00	52.00	36.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.20	1.20	25.30	3.01	69.28
NORTH DAKOTA	4.76	0.00	4.76	4.76	85.71
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	56.25	0.00	6.25	0.00	37.50
OREGON	2.14	0.00	3.57	8.57	85.71
PENNSYLVANIA	0.00	1.19	5.95	2.38	90.48
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	1.75	5.26	10.53	82.46
SOUTH CAROLINA	0.00	0.00	30.97	0.88	68.14
SOUTH DAKOTA	25.00	0.00	0.00	0.00	75.00
TENNESSEE	0.00	1.06	16.49	2.66	79.79
TEXAS	0.33	1.70	12.52	35.76	49.69
UTAH	0.00	0.00	0.00	3.03	96.97
VERMONT	0.00	0.00	15.38	0.00	84.62
VIRGINIA	0.00	2.29	12.21	4.58	80.92
WASHINGTON	1.54	2.56	8.21	5.13	82.56
WEST VIRGINIA	0.00	0.00	5.56	0.00	94.44
WISCONSIN	1.63	0.81	26.38	5.86	65.31
WYOMING	7.14	0.00	3.57	3.57	85.71
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	50.00	0.00	0.00	50.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	50.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.05	2.85	14.00	21.11	60.99
50 STATES, D.C. & P.R.	0.86	2.78	14.03	21.16	61.17

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	23	0	23	0
ALASKA	0	0	0	0	1	0
ARIZONA	12	3	4	48	92	0
ARKANSAS	0	0	3	0	7	0
CALIFORNIA	4	60	44	228	198	0
COLORADO	1	0	2	12	16	0
CONNECTICUT	0	0	3	4	29	0
DELAWARE	0	0	3	0	3	0
DISTRICT OF COLUMBIA	0	0	1	0	0	0
FLORIDA	1	2	33	22	93	0
GEORGIA	1	0	15	3	32	0
HAWAII	0	8	0	1	2	0
IDAHO	0	0	0	1	13	0
ILLINOIS	1	0	20	10	68	0
INDIANA	0	0	9	1	70	0
IOWA	0	0	0	1	9	0
KANSAS	0	0	2	1	17	0
KENTUCKY	0	1	2	0	67	0
LOUISIANA	0	2	29	1	25	0
MAINE	0	0	0	0	5	0
MARYLAND	0	2	24	4	31	0
MASSACHUSETTS	0	1	10	11	78	0
MICHIGAN	2	2	15	2	87	0
MINNESOTA	1	4	1	3	17	0
MISSISSIPPI	0	0	15	0	16	0
MISSOURI	0	0	2	0	21	0
MONTANA	1	0	0	0	5	0
NEBRASKA	0	0	1	5	23	0
NEVADA	0	1	1	3	7	0
NEW HAMPSHIRE	0	0	0	0	24	0
NEW JERSEY	0	1	3	2	9	0
NEW MEXICO	1	1	0	5	3	0
NEW YORK	.	.	.	.	.	302
NORTH CAROLINA	1	0	15	0	35	0
NORTH DAKOTA	0	1	0	0	4	0
OHIO	0	1	22	3	133	0
OKLAHOMA	3	1	1	1	12	0
OREGON	0	0	1	12	26	0
PENNSYLVANIA	1	4	28	4	110	0
PUERTO RICO	0	0	0	53	0	0
RHODE ISLAND	0	0	1	1	7	0
SOUTH CAROLINA	1	1	29	1	17	0
SOUTH DAKOTA	0	0	0	0	4	0
TENNESSEE	0	1	16	1	57	0
TEXAS	1	7	60	150	237	0
UTAH	2	2	4	9	136	0
VERMONT	0	0	0	0	5	0
VIRGINIA	0	2	4	1	19	0
WASHINGTON	0	1	0	1	15	0
WEST VIRGINIA	0	0	0	0	39	0
WISCONSIN	0	2	3	0	25	0
WYOMING	0	0	0	1	4	0
AMERICAN SAMOA	0	4	0	0	0	0
GUAM	0	3	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	35	118	450	606	1,976	302
50 STATES, D.C. & P.R.	34	111	449	606	1,976	302

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	50.00	0.00	50.00
ALASKA	0.00	0.00	0.00	0.00	100.00
ARIZONA	7.55	1.89	2.52	30.19	57.86
ARKANSAS	0.00	0.00	30.00	0.00	70.00
CALIFORNIA	0.75	11.24	8.24	42.70	37.08
COLORADO	3.23	0.00	6.45	38.71	51.61
CONNECTICUT	0.00	0.00	8.33	11.11	80.56
DELAWARE	0.00	0.00	50.00	0.00	50.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	0.66	1.32	21.85	14.57	61.59
GEORGIA	1.96	0.00	29.41	5.88	62.75
HAWAII	0.00	72.73	0.00	9.09	18.18
IDAHO	0.00	0.00	0.00	7.14	92.86
ILLINOIS	1.01	0.00	20.20	10.10	68.69
INDIANA	0.00	0.00	11.25	1.25	87.50
IOWA	0.00	0.00	0.00	10.00	90.00
KANSAS	0.00	0.00	10.00	5.00	85.00
KENTUCKY	0.00	1.43	2.86	0.00	95.71
LOUISIANA	0.00	3.51	50.88	1.75	43.86
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	3.28	39.34	6.56	50.82
MASSACHUSETTS	0.00	1.00	10.00	11.00	78.00
MICHIGAN	1.85	1.85	13.89	1.85	80.56
MINNESOTA	3.85	15.38	3.85	11.54	65.38
MISSISSIPPI	0.00	0.00	48.39	0.00	51.61
MISSOURI	0.00	0.00	8.70	0.00	91.30
MONTANA	16.67	0.00	0.00	0.00	83.33
NEBRASKA	0.00	0.00	3.45	17.24	79.31
NEVADA	0.00	8.33	8.33	25.00	58.33
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	6.67	20.00	13.33	60.00
NEW MEXICO	10.00	10.00	0.00	50.00	30.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.96	0.00	29.41	0.00	68.63
NORTH DAKOTA	0.00	20.00	0.00	0.00	80.00
OHIO	0.00	0.63	13.84	1.89	83.65
OKLAHOMA	16.67	5.56	5.56	5.56	66.67
OREGON	0.00	0.00	2.56	30.77	66.67
PENNSYLVANIA	0.68	2.72	19.05	2.72	74.83
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	11.11	11.11	77.78
SOUTH CAROLINA	2.04	2.04	59.18	2.04	34.69
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	1.33	21.33	1.33	76.00
TEXAS	0.22	1.54	13.19	32.97	52.09
UTAH	1.31	1.31	2.61	5.88	88.89
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	7.69	15.38	3.85	73.08
WASHINGTON	0.00	5.88	0.00	5.88	88.24
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.00	6.67	10.00	0.00	83.33
WYOMING	0.00	0.00	0.00	20.00	80.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.10	3.70	14.13	19.03	62.04
50 STATES, D.C. & P.R.	1.07	3.49	14.14	19.08	62.22

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	2	30	1	51	0
ALASKA	6	2	0	0	19	0
ARIZONA	2	4	4	23	61	0
ARKANSAS	0	1	17	1	76	0
CALIFORNIA	11	507	266	992	1,646	0
COLORADO	1	3	3	7	39	0
CONNECTICUT	0	7	17	7	121	0
DELAWARE	1	5	17	0	39	0
DISTRICT OF COLUMBIA	0	0	15	0	1	0
FLORIDA	6	21	150	216	454	0
GEORGIA	2	10	85	12	163	0
HAWAII	0	66	2	3	17	0
IDAHO	0	0	2	3	23	0
ILLINOIS	0	28	118	73	451	0
INDIANA	0	4	45	7	400	0
IOWA	0	1	7	4	116	0
KANSAS	1	3	10	2	71	0
KENTUCKY	0	7	19	2	140	0
LOUISIANA	0	4	65	2	50	0
MAINE	0	0	1	0	149	0
MARYLAND	2	17	152	12	188	0
MASSACHUSETTS	0	3	24	26	178	0
MICHIGAN	3	30	83	14	501	0
MINNESOTA	5	20	20	10	290	0
MISSISSIPPI	0	1	13	1	19	0
MISSOURI	0	2	28	1	103	0
MONTANA	1	0	0	0	39	0
NEBRASKA	1	1	2	3	30	0
NEVADA	2	8	6	14	59	0
NEW HAMPSHIRE	1	0	1	1	52	0
NEW JERSEY	0	28	66	40	263	0
NEW MEXICO	1	0	0	4	1	0
NEW YORK	.	.	.	.	.	2,244
NORTH CAROLINA	1	5	89	6	160	0
NORTH DAKOTA	1	0	0	1	15	0
OHIO	0	2	44	5	275	0
OKLAHOMA	2	0	0	1	6	0
OREGON	0	14	5	25	385	0
PENNSYLVANIA	2	12	109	19	452	0
PUERTO RICO	0	0	0	147	0	0
RHODE ISLAND	0	1	1	2	44	0
SOUTH CAROLINA	0	1	61	1	58	0
SOUTH DAKOTA	1	0	0	0	34	0
TENNESSEE	0	3	34	4	112	0
TEXAS	4	53	172	281	598	0
UTAH	0	0	2	2	54	0
VERMONT	0	0	0	0	14	0
VIRGINIA	0	13	48	8	153	0
WASHINGTON	0	0	3	2	59	0
WEST VIRGINIA	0	0	0	0	14	0
WISCONSIN	6	9	30	9	252	0
WYOMING	0	0	1	0	20	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	4	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	64	902	1,871	1,994	8,515	2,244
50 STATES, D.C. & P.R.	63	898	1,867	1,994	8,515	2,244

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	2.38	35.71	1.19	60.71
ALASKA	22.22	7.41	0.00	0.00	70.37
ARIZONA	2.13	4.26	4.26	24.47	64.89
ARKANSAS	0.00	1.05	17.89	1.05	80.00
CALIFORNIA	0.32	14.82	7.77	28.99	48.10
COLORADO	1.89	5.66	5.66	13.21	73.58
CONNECTICUT	0.00	4.61	11.18	4.61	79.61
DELAWARE	1.61	8.06	27.42	0.00	62.90
DISTRICT OF COLUMBIA	0.00	0.00	93.75	0.00	6.25
FLORIDA	0.71	2.48	17.71	25.50	53.60
GEORGIA	0.74	3.68	31.25	4.41	59.93
HAWAII	0.00	75.00	2.27	3.41	19.32
IDAHO	0.00	0.00	7.14	10.71	82.14
ILLINOIS	0.00	4.18	17.61	10.90	67.31
INDIANA	0.00	0.88	9.87	1.54	87.72
IOWA	0.00	0.78	5.47	3.13	90.63
KANSAS	1.15	3.45	11.49	2.30	81.61
KENTUCKY	0.00	4.17	11.31	1.19	83.33
LOUISIANA	0.00	3.31	53.72	1.65	41.32
MAINE	0.00	0.00	0.67	0.00	99.33
MARYLAND	0.54	4.58	40.97	3.23	50.67
MASSACHUSETTS	0.00	1.30	10.39	11.26	77.06
MICHIGAN	0.48	4.75	13.15	2.22	79.40
MINNESOTA	1.45	5.80	5.80	2.90	84.06
MISSISSIPPI	0.00	2.94	38.24	2.94	55.88
MISSOURI	0.00	1.49	20.90	0.75	76.87
MONTANA	2.50	0.00	0.00	0.00	97.50
NEBRASKA	2.70	2.70	5.41	8.11	81.08
NEVADA	2.25	8.99	6.74	15.73	66.29
NEW HAMPSHIRE	1.82	0.00	1.82	1.82	94.55
NEW JERSEY	0.00	7.05	16.62	10.08	66.25
NEW MEXICO	16.67	0.00	0.00	66.67	16.67
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.38	1.92	34.10	2.30	61.30
NORTH DAKOTA	5.88	0.00	0.00	5.88	88.24
OHIO	0.00	0.61	13.50	1.53	84.36
OKLAHOMA	22.22	0.00	0.00	11.11	66.67
OREGON	0.00	3.26	1.17	5.83	89.74
PENNSYLVANIA	0.34	2.02	18.35	3.20	76.09
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	2.08	2.08	4.17	91.67
SOUTH CAROLINA	0.00	0.83	50.41	0.83	47.93
SOUTH DAKOTA	2.86	0.00	0.00	0.00	97.14
TENNESSEE	0.00	1.96	22.22	2.61	73.20
TEXAS	0.36	4.78	15.52	25.36	53.97
UTAH	0.00	0.00	3.45	3.45	93.10
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	5.86	21.62	3.60	68.92
WASHINGTON	0.00	0.00	4.69	3.13	92.19
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	1.96	2.94	9.80	2.94	82.35
WYOMING	0.00	0.00	4.76	0.00	95.24
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.48	6.76	14.02	14.94	63.80
50 STATES, D.C. & P.R.	0.47	6.73	14.00	14.95	63.84

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	1	0	0	0
ALASKA	1	0	0	0	0	0
ARIZONA	2	0	0	3	3	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	6	4	14	13	0
COLORADO	0	1	2	8	9	0
CONNECTICUT	0	0	2	0	0	0
DELAWARE	0	0	1	1	4	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	2	1	3	0
GEORGIA	0	0	1	0	2	0
HAWAII	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	0	1	0	1	7	0
INDIANA	0	0	0	0	3	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	1	0
KENTUCKY	0	0	0	0	2	0
LOUISIANA	0	0	0	0	2	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	3	0	0	0
MASSACHUSETTS	0	0	0	0	4	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	0	1	0	3	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	0	0	1	0
MONTANA	0	0	0	0	4	0
NEBRASKA	0	0	0	0	2	0
NEVADA	0	0	1	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	0	1	2	2	0
NEW MEXICO	1	0	0	0	0	0
NEW YORK	.	.	.	.	.	0
NORTH CAROLINA	0	0	0	0	2	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	3	0
OKLAHOMA	0	0	0	0	2	0
OREGON	0	0	0	0	5	0
PENNSYLVANIA	0	1	4	1	11	0
PUERTO RICO	0	0	0	3	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	0	0	0	4	0
TEXAS	0	0	3	7	7	0
UTAH	1	1	0	1	22	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	0	0	1	0
WASHINGTON	0	0	0	0	1	0
WEST VIRGINIA	0	0	0	0	1	0
WISCONSIN	0	0	0	0	1	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5	10	26	42	125	0
50 STATES, D.C. & P.R.	5	10	26	42	125	0

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	100.00	0.00	0.00
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	25.00	0.00	0.00	37.50	37.50
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	16.22	10.81	37.84	35.14
COLORADO	0.00	5.00	10.00	40.00	45.00
CONNECTICUT	0.00	0.00	100.00	0.00	0.00
DELAWARE	0.00	0.00	16.67	16.67	66.67
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	33.33	16.67	50.00
GEORGIA	0.00	0.00	33.33	0.00	66.67
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	11.11	0.00	11.11	77.78
INDIANA	0.00	0.00	0.00	0.00	100.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	0.00	0.00	100.00
KENTUCKY	0.00	0.00	0.00	0.00	100.00
LOUISIANA	0.00	0.00	0.00	0.00	100.00
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	100.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	100.00
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	0.00	25.00	0.00	75.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	0.00	0.00	100.00
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	0.00	0.00	0.00	0.00	100.00
NEVADA	0.00	0.00	100.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	20.00	40.00	40.00
NEW MEXICO	100.00	0.00	0.00	0.00	0.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	0.00	0.00	100.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.00	0.00	0.00	0.00	100.00
OKLAHOMA	0.00	0.00	0.00	0.00	100.00
OREGON	0.00	0.00	0.00	0.00	100.00
PENNSYLVANIA	0.00	5.88	23.53	5.88	64.71
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	100.00
TEXAS	0.00	0.00	17.65	41.18	41.18
UTAH	4.00	4.00	0.00	4.00	88.00
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	100.00
WASHINGTON	0.00	0.00	0.00	0.00	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.00	0.00	0.00	0.00	100.00
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	2.40	4.81	12.50	20.19	60.10
50 STATES, D.C. & P.R.	2.40	4.81	12.50	20.19	60.10

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	1	0	6	0
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	1	0
ARKANSAS	0	0	0	0	3	0
CALIFORNIA	2	5	7	43	32	0
COLORADO	0	1	0	2	7	0
CONNECTICUT	0	0	0	3	0	0
DELAWARE	0	0	0	0	2	0
DISTRICT OF COLUMBIA	0	0	1	0	0	0
FLORIDA	1	0	7	5	17	0
GEORGIA	0	0	3	0	5	0
HAWAII	0	3	0	0	1	0
IDAHO	0	0	0	0	11	0
ILLINOIS	0	0	11	4	29	0
INDIANA	0	0	9	1	37	0
IOWA	0	0	0	0	15	0
KANSAS	0	0	1	1	3	0
KENTUCKY	0	0	1	0	5	0
LOUISIANA	0	0	8	0	0	0
MAINE	0	0	0	0	4	0
MARYLAND	0	0	13	2	4	0
MASSACHUSETTS	0	1	4	5	31	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	2	1	0	9	0
MISSISSIPPI	0	0	5	0	0	0
MISSOURI	0	0	0	0	5	0
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	1	0	11	0
NEVADA	0	0	1	0	4	0
NEW HAMPSHIRE	0	0	0	0	1	0
NEW JERSEY	0	1	12	6	20	0
NEW MEXICO	0	0	0	0	0	0
NEW YORK	.	.	.	.	.	100
NORTH CAROLINA	0	0	5	1	5	0
NORTH DAKOTA	0	0	0	0	5	0
OHIO	0	0	10	1	58	0
OKLAHOMA	1	0	0	0	1	0
OREGON	1	0	0	1	8	0
PENNSYLVANIA	0	1	7	2	94	0
PUERTO RICO	0	0	0	8	0	0
RHODE ISLAND	0	0	0	0	2	0
SOUTH CAROLINA	0	0	1	0	1	0
SOUTH DAKOTA	1	0	0	0	2	0
TENNESSEE	0	0	3	0	17	0
TEXAS	1	1	8	21	21	0
UTAH	0	0	0	1	6	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	1	1	5	0
WASHINGTON	1	0	0	0	5	0
WEST VIRGINIA	0	0	0	0	3	0
WISCONSIN	1	2	6	1	26	0
WYOMING	1	0	0	0	4	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	10	19	127	109	526	100
50 STATES, D.C. & P.R.	10	17	127	109	526	100

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	14.29	0.00	85.71
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	100.00
ARKANSAS	0.00	0.00	0.00	0.00	100.00
CALIFORNIA	2.25	5.62	7.87	48.31	35.96
COLORADO	0.00	10.00	0.00	20.00	70.00
CONNECTICUT	0.00	0.00	0.00	100.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	3.33	0.00	23.33	16.67	56.67
GEORGIA	0.00	0.00	37.50	0.00	62.50
HAWAII	0.00	75.00	0.00	0.00	25.00
IDAHO	0.00	0.00	0.00	0.00	100.00
ILLINOIS	0.00	0.00	25.00	9.09	65.91
INDIANA	0.00	0.00	19.15	2.13	78.72
IOWA	0.00	0.00	0.00	0.00	100.00
KANSAS	0.00	0.00	20.00	20.00	60.00
KENTUCKY	0.00	0.00	16.67	0.00	83.33
LOUISIANA	0.00	0.00	100.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	68.42	10.53	21.05
MASSACHUSETTS	0.00	2.44	9.76	12.20	75.61
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	16.67	8.33	0.00	75.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00
MISSOURI	0.00	0.00	0.00	0.00	100.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	8.33	0.00	91.67
NEVADA	0.00	0.00	20.00	0.00	80.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	2.56	30.77	15.38	51.28
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	45.45	9.09	45.45
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.00	0.00	14.49	1.45	84.06
OKLAHOMA	50.00	0.00	0.00	0.00	50.00
OREGON	10.00	0.00	0.00	10.00	80.00
PENNSYLVANIA	0.00	0.96	6.73	1.92	90.38
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.00	50.00	0.00	50.00
SOUTH DAKOTA	33.33	0.00	0.00	0.00	66.67
TENNESSEE	0.00	0.00	15.00	0.00	85.00
TEXAS	1.92	1.92	15.38	40.38	40.38
UTAH	0.00	0.00	0.00	14.29	85.71
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	14.29	14.29	71.43
WASHINGTON	16.67	0.00	0.00	0.00	83.33
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	2.78	5.56	16.67	2.78	72.22
WYOMING	20.00	0.00	0.00	0.00	80.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.26	2.40	16.06	13.78	66.50
50 STATES, D.C. & P.R.	1.27	2.15	16.10	13.81	66.67

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Number) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	5	14	876	35	1,084	0
ALASKA	195	28	38	25	385	0
ARIZONA	389	88	242	1,976	3,216	0
ARKANSAS	4	18	1,787	150	2,827	0
CALIFORNIA	0	0	0	0	.	0
COLORADO	68	86	283	1,007	2,854	0
CONNECTICUT	15	70	579	624	2,559	0
DELAWARE	0	5	95	19	168	0
DISTRICT OF COLUMBIA	0	0	9	0	0	0
FLORIDA	39	166	2,659	1,610	4,660	0
GEORGIA	5	37	1,686	183	1,698	0
HAWAII	6	936	32	40	237	0
IDAHO	31	12	22	340	1,725	0
ILLINOIS	6	111	958	497	4,003	0
INDIANA	1	4	47	31	468	0
IOWA	0	0	0	0	0	0
KANSAS	31	32	284	233	2,610	0
KENTUCKY	6	30	841	69	6,036	0
LOUISIANA	21	24	2,568	66	2,416	0
MAINE	1	4	14	2	1,146	0
MARYLAND	11	64	832	96	876	0
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	22	86	445	72	1,931	0
MINNESOTA	181	140	489	264	5,222	0
MISSISSIPPI	5	6	1,084	8	845	0
MISSOURI	13	59	1,100	108	6,730	0
MONTANA	0	0	0	0	0	0
NEBRASKA	7	6	7	23	132	0
NEVADA	55	76	249	535	1,391	0
NEW HAMPSHIRE	5	8	10	12	621	0
NEW JERSEY	15	298	1,276	1,169	6,284	0
NEW MEXICO	529	21	100	1,909	1,413	0
NEW YORK	.	.	.	.	.	0
NORTH CAROLINA	104	42	2,760	229	3,205	0
NORTH DAKOTA	13	1	8	6	243	0
OHIO	0	0	0	0	0	0
OKLAHOMA	826	142	536	162	4,113	0
OREGON	45	49	66	257	1,558	0
PENNSYLVANIA	25	47	1,108	502	6,068	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	5	9	42	134	863	0
SOUTH CAROLINA	6	15	994	31	1,042	0
SOUTH DAKOTA	207	8	39	17	818	0
TENNESSEE	0	14	337	24	1,242	0
TEXAS	0	0	0	0	0	0
UTAH	91	31	44	260	2,607	0
VERMONT	6	11	26	6	1,421	0
VIRGINIA	13	159	1,984	410	3,577	0
WASHINGTON	306	383	536	1,193	6,343	0
WEST VIRGINIA	1	3	77	4	2,036	0
WISCONSIN	37	30	444	118	1,578	0
WYOMING	11	2	2	14	174	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	114	1	6	3	0
NORTHERN MARIANAS	0	46	0	0	1	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	45	15	0	0
BUR. OF INDIAN AFFAIRS	52	0	0	0	4	0
U.S. AND OUTLYING AREAS	3,415	3,535	27,661	14,491	100,433	0
50 STATES, D.C. & P.R.	3,362	3,375	27,615	14,470	100,425	0

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Developmental delay is applicable only to children ages 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Racial/Ethnic Composition (Percentage) of Students Ages 3-5 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.25	0.70	43.50	1.74	53.82
ALASKA	29.06	4.17	5.66	3.73	57.38
ARIZONA	6.58	1.49	4.09	33.43	54.41
ARKANSAS	0.08	0.38	37.34	3.13	59.07
CALIFORNIA	0.00	0.00	0.00	0.00	0.00
COLORADO	1.58	2.00	6.58	23.43	66.40
CONNECTICUT	0.39	1.82	15.05	16.22	66.52
DELAWARE	0.00	1.74	33.10	6.62	58.54
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	0.43	1.82	29.11	17.63	51.02
GEORGIA	0.14	1.03	46.72	5.07	47.05
HAWAII	0.48	74.82	2.56	3.20	18.94
IDAHO	1.46	0.56	1.03	15.96	80.99
ILLINOIS	0.11	1.99	17.18	8.91	71.80
INDIANA	0.18	0.73	8.53	5.63	84.94
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.97	1.00	8.90	7.30	81.82
KENTUCKY	0.09	0.43	12.05	0.99	86.45
LOUISIANA	0.41	0.47	50.40	1.30	47.42
MAINE	0.09	0.34	1.20	0.17	98.20
MARYLAND	0.59	3.41	44.28	5.11	46.62
MASSACHUSETTS	0.00	0.00	0.00	0.00	0.00
MICHIGAN	0.86	3.36	17.41	2.82	75.55
MINNESOTA	2.87	2.22	7.77	4.19	82.94
MISSISSIPPI	0.26	0.31	55.65	0.41	43.38
MISSOURI	0.16	0.74	13.73	1.35	84.02
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	4.00	3.43	4.00	13.14	75.43
NEVADA	2.39	3.30	10.80	23.20	60.32
NEW HAMPSHIRE	0.76	1.22	1.52	1.83	94.66
NEW JERSEY	0.17	3.30	14.11	12.93	69.50
NEW MEXICO	13.32	0.53	2.52	48.06	35.57
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.64	0.66	43.53	3.61	50.55
NORTH DAKOTA	4.80	0.37	2.95	2.21	89.67
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	14.29	2.46	9.27	2.80	71.17
OREGON	2.28	2.48	3.34	13.01	78.89
PENNSYLVANIA	0.32	0.61	14.30	6.48	78.30
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.47	0.85	3.99	12.73	81.96
SOUTH CAROLINA	0.29	0.72	47.61	1.48	49.90
SOUTH DAKOTA	19.01	0.73	3.58	1.56	75.11
TENNESSEE	0.00	0.87	20.84	1.48	76.81
TEXAS	0.00	0.00	0.00	0.00	0.00
UTAH	3.00	1.02	1.45	8.57	85.95
VERMONT	0.41	0.75	1.77	0.41	96.67
VIRGINIA	0.21	2.59	32.30	6.67	58.23
WASHINGTON	3.49	4.37	6.12	13.62	72.40
WEST VIRGINIA	0.05	0.14	3.63	0.19	95.99
WISCONSIN	1.68	1.36	20.12	5.35	71.50
WYOMING	5.42	0.99	0.99	6.90	85.71
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.80	91.20	0.80	4.80	2.40
NORTHERN MARIANAS	0.00	97.87	0.00	0.00	2.13
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	75.00	25.00	0.00
BUR. OF INDIAN AFFAIRS	92.86	0.00	0.00	0.00	7.14
U.S. AND OUTLYING AREAS	2.28	2.36	18.50	9.69	67.16
50 STATES, D.C. & P.R.	2.25	2.26	18.50	9.70	67.29

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Developmental delay is applicable only to children ages 3 through 9.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	475	216	39,230	621	51,663	69
ALASKA	5,053	482	947	507	9,065	0
ARIZONA	7,350	781	5,150	28,048	45,969	0
ARKANSAS	296	184	14,082	1,129	37,171	0
CALIFORNIA	5,157	31,346	75,141	241,838	234,154	0
COLORADO	990	1,003	5,443	15,438	47,723	0
CONNECTICUT	245	643	10,844	10,028	44,924	30
DELAWARE	40	86	6,071	846	8,065	0
DISTRICT OF COLUMBIA	9	34	9,293	510	339	0
FLORIDA	957	2,444	99,552	51,191	182,531	0
GEORGIA	208	1,319	61,116	4,453	87,636	0
HAWAII	102	16,484	562	712	4,172	0
IDAHO	566	151	179	2,902	21,785	0
ILLINOIS	266	2,875	63,757	28,391	172,287	0
INDIANA	251	405	17,990	2,983	119,590	0
IOWA	437	546	4,026	2,053	59,819	0
KANSAS	636	418	5,999	3,741	43,566	0
KENTUCKY	51	184	10,723	434	66,808	0
LOUISIANA	563	380	46,814	794	39,430	0
MAINE	220	129	335	159	30,812	0
MARYLAND	362	1,699	41,260	4,228	54,525	0
MASSACHUSETTS	280	2,120	15,154	16,486	113,848	0
MICHIGAN	1,831	4,343	39,282	5,680	150,383	0
MINNESOTA	3,310	2,933	8,912	3,166	80,111	0
MISSISSIPPI	76	135	30,353	221	24,552	0
MISSOURI	309	482	25,053	1,371	98,859	0
MONTANA	2,632	108	314	157	14,311	0
NEBRASKA	869	339	3,040	2,371	32,450	0
NEVADA	915	932	5,305	7,064	20,268	0
NEW HAMPSHIRE	76	99	249	410	26,856	0
NEW JERSEY	311	4,618	43,921	29,643	126,861	0
NEW MEXICO	5,522	245	1,543	24,474	15,502	0
NEW YORK	.	.	.	.	.	386,842
NORTH CAROLINA	2,727	966	57,257	3,272	91,484	0
NORTH DAKOTA	1,264	65	146	210	10,720	0
OHIO	353	976	41,433	3,700	172,517	0
OKLAHOMA	11,582	1,529	11,433	2,256	52,384	0
OREGON	1,670	1,123	2,245	5,755	57,485	0
PENNSYLVANIA	439	1,505	34,425	10,237	172,771	0
PUERTO RICO	7	3	9	57,723	16	0
RHODE ISLAND	155	313	1,873	3,234	22,538	0
SOUTH CAROLINA	172	275	45,841	902	46,957	0
SOUTH DAKOTA	2,408	88	201	190	11,652	0
TENNESSEE	126	463	28,867	1,030	84,678	0
TEXAS	1,562	4,119	82,805	168,773	197,941	0
UTAH	1,255	866	707	4,603	40,705	0
VERMONT	65	131	117	54	12,884	0
VIRGINIA	325	3,085	43,949	8,898	96,958	0
WASHINGTON	4,072	4,077	7,715	10,793	80,434	0
WEST VIRGINIA	43	74	2,177	127	42,467	0
WISCONSIN	2,040	2,132	15,026	4,245	87,409	0
WYOMING	468	42	164	840	9,945	0
AMERICAN SAMOA	0	649	0	0	0	0
GUAM	2	1,999	13	16	32	0
NORTHERN MARIANAS	0	515	0	0	1	0
PALAU	0	121	0	0	0	0
VIRGIN ISLANDS	0	0	1,011	295	23	0
BUR. OF INDIAN AFFAIRS	8,046	0	1	3	60	0
U.S. AND OUTLYING AREAS	79,146	103,279	1,069,055	779,205	3,358,096	386,941
50 STATES, D.C. & P.R.	71,098	99,995	1,068,030	778,891	3,357,980	386,941

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.52	0.23	42.55	0.67	56.03
ALASKA	31.48	3.00	5.90	3.16	56.47
ARIZONA	8.42	0.89	5.90	32.13	52.66
ARKANSAS	0.56	0.35	26.64	2.14	70.32
CALIFORNIA	0.88	5.33	12.79	41.15	39.85
COLORADO	1.40	1.42	7.71	21.87	67.60
CONNECTICUT	0.37	0.96	16.26	15.04	67.37
DELAWARE	0.26	0.57	40.18	5.60	53.38
DISTRICT OF COLUMBIA	0.09	0.33	91.24	5.01	3.33
FLORIDA	0.28	0.73	29.57	15.20	54.22
GEORGIA	0.13	0.85	39.50	2.88	56.64
HAWAII	0.46	74.82	2.55	3.23	18.94
IDAHO	2.21	0.59	0.70	11.34	85.15
ILLINOIS	0.10	1.07	23.83	10.61	64.39
INDIANA	0.18	0.29	12.74	2.11	84.68
IOWA	0.65	0.82	6.02	3.07	89.44
KANSAS	1.17	0.77	11.04	6.88	80.14
KENTUCKY	0.07	0.24	13.71	0.55	85.43
LOUISIANA	0.64	0.43	53.21	0.90	44.82
MAINE	0.69	0.41	1.06	0.50	97.34
MARYLAND	0.35	1.66	40.42	4.14	53.42
MASSACHUSETTS	0.19	1.43	10.25	11.15	76.98
MICHIGAN	0.91	2.16	19.49	2.82	74.62
MINNESOTA	3.36	2.98	9.05	3.22	81.39
MISSISSIPPI	0.14	0.24	54.85	0.40	44.37
MISSOURI	0.25	0.38	19.87	1.09	78.41
MONTANA	15.02	0.62	1.79	0.90	81.67
NEBRASKA	2.22	0.87	7.78	6.07	83.06
NEVADA	2.65	2.70	15.38	20.48	58.78
NEW HAMPSHIRE	0.27	0.36	0.90	1.48	96.99
NEW JERSEY	0.15	2.25	21.39	14.44	61.78
NEW MEXICO	11.68	0.52	3.26	51.76	32.78
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.75	0.62	36.77	2.10	58.75
NORTH DAKOTA	10.19	0.52	1.18	1.69	86.42
OHIO	0.16	0.45	18.92	1.69	78.78
OKLAHOMA	14.63	1.93	14.44	2.85	66.15
OREGON	2.45	1.64	3.29	8.43	84.19
PENNSYLVANIA	0.20	0.69	15.69	4.67	78.76
PUERTO RICO	0.01	0.01	0.02	99.94	0.03
RHODE ISLAND	0.55	1.11	6.66	11.50	80.17
SOUTH CAROLINA	0.18	0.29	48.69	0.96	49.88
SOUTH DAKOTA	16.56	0.61	1.38	1.31	80.14
TENNESSEE	0.11	0.40	25.07	0.89	73.53
TEXAS	0.34	[illegible].90	18.19	37.08	43.48
UTAH	2.6[illegible]	1.80	1.47	9.56	84.56
VERMONT	0.4[illegible]	0.99	0.88	0.41	97.23
VIRGINIA	0.21	2.01	28.68	5.81	63.28
WASHINGTON	3.80	3.81	7.20	10.08	75.11
WEST VIRGINIA	0.10	0.16	4.85	0.28	94.61
WISCONSIN	1.84	1.92	13.56	3.83	78.85
WYOMING	4.08	0.37	1.43	7.33	86.79
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.10	96.94	0.63	0.78	1.55
NORTHERN MARIANAS	0.00	99.81	0.00	0.00	0.19
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	76.07	22.20	1.73
BUR. OF INDIAN AFFAIRS	99.21	0.00	0.01	0.04	0.74
U.S. AND OUTLYING AREAS	1.47	1.92	19.84	14.46	62.32
50 STATES, D.C. & P.R.	1.32	1.86	19.87	14.49	62.46

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	303	75	15,102	360	26,222	31
ALASKA	2,784	242	599	317	5,249	0
ARIZONA	4,866	319	2,939	17,608	25,327	0
ARKANSAS	133	68	5,265	652	16,372	0
CALIFORNIA	3,137	12,892	49,290	153,670	125,606	0
COLORADO	505	353	2,527	8,170	22,646	0
CONNECTICUT	94	200	4,990	4,900	20,431	0
DELAWARE	24	32	3,870	540	4,583	0
DISTRICT OF COLUMBIA	1	16	4,589	285	226	0
FLORIDA	505	843	40,780	28,725	93,372	0
GEORGIA	82	312	14,952	1,810	31,509	0
HAWAII	51	8,021	273	347	2,030	0
IDAHO	385	67	97	1,675	12,371	0
ILLINOIS	143	1,060	29,318	17,570	86,403	0
INDIANA	113	116	6,098	1,322	51,713	0
IOWA	209	261	1,767	1,063	30,509	0
KANSAS	300	167	2,375	1,840	19,293	0
KENTUCKY	16	40	2,555	142	17,695	0
LOUISIANA	288	91	20,221	315	15,032	0
MAINE	83	38	135	64	12,806	0
MARYLAND	158	435	17,483	1,918	24,322	0
MASSACHUSETTS	172	1,302	9,313	10,130	69,965	0
MICHIGAN	911	1,780	17,488	3,253	71,079	0
MINNESOTA	1,207	1,198	3,702	1,470	31,225	0
MISSISSIPPI	51	45	16,233	109	10,880	0
MISSOURI	164	177	13,313	763	51,346	0
MONTANA	1,746	45	190	84	7,586	0
NEBRASKA	405	123	957	1,052	13,547	0
NEVADA	630	465	3,653	4,788	12,167	0
NEW HAMPSHIRE	24	36	100	182	12,997	0
NEW JERSEY	187	1,707	23,822	17,115	68,457	0
NEW MEXICO	3,444	124	941	15,122	8,726	0
NEW YORK	.	.	.	.	.	204,158
NORTH CAROLINA	1,014	385	20,123	1,712	43,731	0
NORTH DAKOTA	600	22	52	94	4,852	0
OHIO	145	308	11,379	1,530	72,128	0
OKLAHOMA	6,939	903	6,516	1,422	28,851	0
OREGON	890	364	960	3,112	29,009	0
PENNSYLVANIA	261	631	18,000	6,312	97,182	0
PUERTO RICO	5	1	3	31,263	12	0
RHODE ISLAND	88	196	1,140	2,127	12,132	0
SOUTH CAROLINA	87	79	18,623	459	23,789	0
SOUTH DAKOTA	1,309	36	110	98	5,852	0
TENNESSEE	57	164	12,581	552	41,017	0
TEXAS	869	1,535	47,410	106,521	102,051	0
UTAH	850	475	405	2,964	23,279	0
VERMONT	25	50	45	21	4,898	0
VIRGINIA	162	1,683	19,269	5,153	48,591	0
WASHINGTON	2,149	1,743	4,041	6,059	36,764	0
WEST VIRGINIA	17	24	886	69	17,990	0
WISCONSIN	957	957	6,153	2,136	42,327	0
WYOMING	282	13	77	448	4,940	0
AMERICAN SAMOA	0	521	0	0	0	0
GUAM	0	1,516	3	6	20	0
NORTHERN MARIANAS	0	323	0	0	0	0
PALAU	0	87	0	0	0	0
VIRGIN ISLANDS	0	0	397	145	7	0
BUR. OF INDIAN AFFAIRS	4,726	0	1	0	20	0
U.S. AND OUTLYING AREAS	44,553	44,666	483,111	469,564	1,641,134	204,189
50 STATES, D.C. & P.R.	39,827	42,219	482,710	469,413	1,641,087	204,189

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.72	0.18	35.90	0.86	62.34
ALASKA	30.29	2.63	6.52	3.45	57.11
ARIZONA	9.53	0.62	5.76	34.49	49.60
ARKANSAS	0.59	0.30	23.41	2.90	72.80
CALIFORNIA	0.91	3.74	14.30	44.59	36.45
COLORADO	1.48	1.03	7.39	23.89	66.21
CONNECTICUT	0.31	0.65	16.30	16.01	66.74
DELAWARE	0.27	0.35	42.77	5.97	50.65
DISTRICT OF COLUMBIA	0.02	0.31	89.68	5.57	4.42
FLORIDA	0.31	0.51	24.83	17.49	56.86
GEORGIA	0.17	0.64	30.72	3.72	64.75
HAWAII	0.48	74.81	2.55	3.24	18.93
IDAHO	2.64	0.46	0.66	11.48	84.76
ILLINOIS	0.11	0.79	21.80	13.06	64.24
INDIANA	0.19	0.20	10.27	2.23	87.11
IOWA	0.62	0.77	5.23	3.14	90.24
KANSAS	1.25	0.70	9.91	7.67	80.47
KENTUCKY	0.08	0.20	12.50	0.69	86.54
LOUISIANA	0.80	0.25	56.25	0.88	41.82
MAINE	0.63	0.29	1.03	0.49	97.56
MARYLAND	0.36	0.98	39.45	4.33	54.88
MASSACHUSETTS	0.19	1.43	10.25	11.15	76.98
MICHIGAN	0.96	1.88	18.50	3.44	75.21
MINNESOTA	3.11	3.09	9.54	3.79	80.47
MISSISSIPPI	0.19	0.16	59.42	0.40	39.83
MISSOURI	0.25	0.27	20.24	1.16	78.08
MONTANA	18.09	0.47	1.97	0.87	78.60
NEBRASKA	2.52	0.76	5.95	6.54	84.23
NEVADA	2.90	2.14	16.83	22.06	56.06
NEW HAMPSHIRE	0.18	0.27	0.75	1.36	97.44
NEW JERSEY	0.17	1.53	21.41	15.38	61.51
NEW MEXICO	12.15	0.44	3.32	53.33	30.77
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.51	0.57	30.05	2.56	65.30
NORTH DAKOTA	10.68	0.39	0.93	1.67	86.33
OHIO	0.17	0.36	13.31	1.79	84.37
OKLAHOMA	15.55	2.02	14.60	3.19	64.64
OREGON	2.59	1.06	2.80	9.06	84.49
PENNSYLVANIA	0.21	0.52	14.71	5.16	79.41
PUERTO RICO	0.02	0.00	0.01	99.93	0.04
RHODE ISLAND	0.56	1.25	7.27	13.56	77.36
SOUTH CAROLINA	0.20	0.18	43.27	1.07	55.28
SOUTH DAKOTA	17.68	0.49	1.49	1.32	79.03
TENNESSEE	0.10	0.30	23.14	1.02	75.44
TEXAS	0.34	0.59	18.35	41.23	39.50
UTAH	3.04	1.70	1.45	10.60	83.22
VERMONT	0.50	0.99	0.89	0.42	97.20
VIRGINIA	0.22	2.25	25.74	6.88	64.91
WASHINGTON	4.23	3.43	7.96	11.94	72.43
WEST VIRGINIA	0.09	0.13	4.67	0.36	94.75
WISCONSIN	1.82	1.82	11.71	4.07	80.58
WYOMING	4.90	0.23	1.34	7.78	85.76
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	98.12	0.19	0.39	1.29
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	72.31	26.41	1.28
BUR. OF INDIAN AFFAIRS	99.56	0.00	0.02	0.00	0.42
U.S. AND OUTLYING AREAS	1.66	1.66	18.01	17.50	61.17
50 STATES, D.C. & P.R.	1.49	1.58	18.04	17.55	61.34

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	66	63	5,919	82	9,830	12
ALASKA	1,074	102	137	85	1,771	0
ARIZONA	957	217	677	4,566	8,792	0
ARKANSAS	68	55	1,888	209	7,349	0
CALIFORNIA	1,078	9,875	9,907	48,063	56,172	0
COLORADO	196	270	878	2,977	9,005	0
CONNECTICUT	56	214	1,558	1,627	8,892	0
DELAWARE	5	24	335	76	1,210	0
DISTRICT OF COLUMBIA	2	4	835	79	40	0
FLORIDA	233	961	20,027	10,171	43,708	0
GEORGIA	46	520	10,707	1,160	20,293	0
HAWAII	11	1,741	59	75	440	0
IDAHO	53	31	25	483	3,575	0
ILLINOIS	53	888	9,001	4,026	42,111	0
INDIANA	48	124	2,657	728	32,499	0
IOWA	24	54	123	119	3,903	0
KANSAS	106	117	839	700	8,873	0
KENTUCKY	14	62	1,951	94	15,826	0
LOUISIANA	113	152	8,100	236	10,569	0
MAINE	46	53	68	41	7,329	0
MARYLAND	68	638	8,604	1,358	13,225	0
MASSACHUSETTS	41	313	2,239	2,436	16,822	0
MICHIGAN	285	1,111	6,360	971	31,185	0
MINNESOTA	360	641	930	466	13,973	0
MISSISSIPPI	10	50	6,689	70	9,411	0
MISSOURI	55	157	3,224	271	22,424	0
MONTANA	365	32	45	19	2,858	0
NEBRASKA	158	116	499	573	8,378	0
NEVADA	126	219	538	1,158	3,687	0
NEW HAMPSHIRE	18	25	45	100	5,328	0
NEW JERSEY	63	1,683	5,263	5,103	30,712	0
NEW MEXICO	990	64	217	4,542	2,863	0
NEW YORK	.	.	.	.	.	59,337
NORTH CAROLINA	611	256	8,029	565	18,161	0
NORTH DAKOTA	323	25	33	59	2,950	0
OHIO	54	289	5,085	573	32,466	0
OKLAHOMA	2,151	296	1,200	310	10,337	0
OREGON	348	377	484	1,502	12,493	0
PENNSYLVANIA	61	373	4,350	1,015	30,223	0
PUERTO RICO	0	0	1	7,539	0	0
RHODE ISLAND	26	37	213	418	4,358	0
SOUTH CAROLINA	36	107	9,026	238	11,758	0
SOUTH DAKOTA	463	25	32	31	2,671	0
TENNESSEE	32	137	4,697	236	19,820	0
TEXAS	268	1,156	9,578	25,032	35,057	0
UTAH	168	174	87	677	7,730	0
VERMONT	10	21	19	9	2,061	0
VIRGINIA	71	580	5,565	1,224	15,941	0
WASHINGTON	510	835	753	1,449	12,387	0
WEST VIRGINIA	7	33	350	26	10,576	0
WISCONSIN	233	477	1,586	668	14,452	0
WYOMING	99	14	45	201	2,302	0
AMERICAN SAMOA	0	26	0	0	0	0
GUAM	2	173	2	1	8	0
NORTHERN MARIANAS	0	29	0	0	0	0
PALAU	0	7	0	0	0	0
VIRGIN ISLANDS	0	0	92	36	2	0
BUR. OF INDIAN AFFAIRS	1,306	0	0	2	17	0
U.S. AND OUTLYING AREAS	13,567	26,023	161,571	134,475	698,823	59,349
50 STATES, D.C. & P.R.	12,259	25,788	161,477	134,436	698,796	59,349

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.41	0.39	37.09	0.51	61.59
ALASKA	33.89	3.22	4.32	2.68	55.89
ARIZONA	6.29	1.43	4.45	30.02	57.81
ARKANSAS	0.71	0.57	19.73	2.18	76.80
CALIFORNIA	0.86	7.89	7.92	38.42	44.90
COLORADO	1.47	2.03	6.59	22.34	67.57
CONNECTICUT	0.45	1.73	12.62	13.18	72.02
DELAWARE	0.30	1.45	20.30	4.61	73.33
DISTRICT OF COLUMBIA	0.21	0.42	86.98	8.23	4.17
FLORIDA	0.31	1.28	26.67	13.54	58.20
GEORGIA	0.14	1.59	32.72	3.54	62.01
HAWAII	0.47	74.85	2.54	3.22	18.92
IDAHO	1.27	0.74	0.60	11.59	85.79
ILLINOIS	0.09	1.58	16.05	7.18	75.09
INDIANA	0.13	0.34	7.37	2.02	90.13
IOWA	0.57	1.28	2.91	2.82	92.42
KANSAS	1.00	1.10	7.89	6.58	83.43
KENTUCKY	0.08	0.35	10.87	0.52	88.18
LOUISIANA	0.59	0.79	42.25	1.23	55.13
MAINE	0.61	0.70	0.90	0.54	97.24
MARYLAND	0.28	2.67	36.01	5.68	55.35
MASSACHUSETTS	0.19	1.43	10.25	11.15	76.99
MICHIGAN	0.71	2.78	15.94	2.43	78.13
MINNESOTA	2.20	3.92	5.68	2.85	85.36
MISSISSIPPI	0.06	0.31	41.21	0.43	57.99
MISSOURI	0.21	0.60	12.34	1.04	85.81
MONTANA	11.00	0.96	1.36	0.57	86.11
NEBRASKA	1.62	1.19	5.13	5.89	86.16
NEVADA	2.20	3.82	9.39	20.22	64.37
NEW HAMPSHIRE	0.33	0.45	0.82	1.81	96.59
NEW JERSEY	0.15	3.93	12.29	11.92	71.72
NEW MEXICO	11.41	0.74	2.50	52.35	33.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	2.21	0.93	29.07	2.05	65.75
NORTH DAKOTA	9.53	0.74	0.97	1.74	87.02
OHIO	0.14	0.75	13.22	1.49	84.40
OKLAHOMA	15.05	2.07	8.40	2.17	72.32
OREGON	2.29	2.48	3.18	9.88	82.17
PENNSYLVANIA	0.17	1.04	12.08	2.82	83.90
PUERTO RICO	0.00	0.00	0.01	99.99	0.00
RHODE ISLAND	0.51	0.73	4.22	8.27	86.26
SOUTH CAROLINA	0.17	0.51	42.65	1.12	55.55
SOUTH DAKOTA	14.37	0.78	0.99	0.96	82.90
TENNESSEE	0.13	0.55	18.85	0.95	79.53
TEXAS	0.38	1.63	13.47	35.21	49.31
UTAH	1.90	1.97	0.98	7.66	87.48
VERMONT	0.47	0.99	0.90	0.42	97.22
VIRGINIA	0.30	2.48	23.80	5.24	68.18
WASHINGTON	3.20	5.24	4.73	9.09	77.74
WEST VIRGINIA	0.06	0.30	3.18	0.24	96.22
WISCONSIN	1.34	2.74	9.11	3.84	82.98
WYOMING	3.72	0.53	1.69	7.55	86.51
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	1.08	93.01	1.08	0.54	4.30
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	70.77	27.69	1.54
BUR. OF INDIAN AFFAIRS	98.57	0.00	0.00	0.15	1.28
U.S. AND OUTLYING AREAS	1.31	2.52	15.62	13.00	67.55
50 STATES, D.C. & P.R.	1.19	2.50	15.64	13.02	67.66

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	50	30	13,349	90	6,689	16
ALASKA	314	46	48	33	378	0
ARIZONA	585	74	593	2,827	3,136	0
ARKANSAS	45	23	5,278	143	6,284	0
CALIFORNIA	269	2,993	4,345	15,899	12,043	0
COLORADO	45	67	402	1,019	1,928	0
CONNECTICUT	10	41	1,119	808	1,753	0
DELAWARE	5	13	1,056	138	827	0
DISTRICT OF COLUMBIA	2	2	1,288	42	8	0
FLORIDA	60	280	19,522	[illegible]5,392	14,167	0
GEORGIA	25	192	18,907	738	10,342	0
HAWAII	13	2,013	69	87	510	0
IDAHO	39	14	12	305	1,559	0
ILLINOIS	20	423	11,443	2,925	12,901	0
INDIANA	46	69	6,025	566	15,156	0
IOWA	116	137	1,067	517	14,657	0
KANSAS	68	46	1,075	488	3,876	0
KENTUCKY	4	28	2,680	71	15,167	0
LOUISIANA	48	46	8,338	64	3,528	0
MAINE	10	3	11	5	1,018	0
MARYLAND	30	105	4,106	144	2,313	0
MASSACHUSETTS	28	209	1,492	1,623	11,207	0
MICHIGAN	204	400	8,175	588	14,754	0
MINNESOTA	343	337	1,077	334	8,006	0
MISSISSIPPI	3	17	4,409	13	1,358	0
MISSOURI	38	56	3,958	140	8,195	0
MONTANA	192	10	29	13	985	0
NEBRASKA	131	34	690	479	4,617	0
NEVADA	40	85	375	407	850	0
NEW HAMPSHIRE	3	10	18	28	950	0
NEW JERSEY	13	187	2,151	1,287	2,134	0
NEW MEXICO	237	13	68	1,098	484	0
NEW YORK	.	.	.	.	.	15,801
NORTH CAROLINA	780	134	17,049	559	10,322	0
NORTH DAKOTA	156	8	23	21	1,024	0
OHIO	67	134	15,719	911	34,640	0
OKLAHOMA	1,145	130	2,176	312	4,712	0
OREGON	109	102	224	397	3,533	0
PENNSYLVANIA	48	203	5,442	1,369	19,990	0
PUERTO RICO	1	2	3	13,047	2	0
RHODE ISLAND	6	34	146	243	777	0
SOUTH CAROLINA	27	40	12,096	85	4,706	0
SOUTH DAKOTA	227	11	19	19	1,165	0
TENNESSEE	14	54	7,158	78	7,189	0
TEXAS	67	344	7,617	8,952	7,924	0
UTAH	71	68	50	319	2,675	0
VERMONT	7	15	13	6	1,371	0
VIRGINIA	14	264	6,819	635	6,458	0
WASHINGTON	307	310	625	911	4,438	0
WEST VIRGINIA	10	7	572	15	8,625	0
WISCONSIN	226	300	2,736	568	9,196	0
WYOMING	11	9	8	52	553	0
AMERICAN SAMOA	0	63	0	0	0	0
GUAM	0	90	3	2	0	0
NORTHERN MARIANAS	0	61	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	0	0	356	93	3	0
BUR. OF INDIAN AFFAIRS	423	0	0	0	1	0
U.S. AND OUTLYING AREAS	6,752	10,391	202,029	66,905	311,084	15,817
50 STATES, D.C. & P.R.	6,329	10,172	201,670	66,810	311,080	15,817

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.25	0.15	66.06	0.45	33.10
ALASKA	38.34	5.62	5.86	4.03	46.15
ARIZONA	8.11	1.03	8.22	39.18	43.47
ARKANSAS	0.38	0.20	44.83	1.21	53.38
CALIFORNIA	0.76	8.42	12.22	44.72	33.88
COLORADO	1.30	1.94	11.62	29.44	55.71
CONNECTICUT	0.27	1.10	29.99	21.66	46.98
DELAWARE	0.25	0.64	51.79	6.77	40.56
DISTRICT OF COLUMBIA	0.15	0.15	95.98	3.13	0.60
FLORIDA	0.15	0.71	49.52	13.68	35.94
GEORGIA	0.08	0.64	62.60	2.44	34.24
HAWAII	0.48	74.78	2.56	3.23	18.95
IDAHO	2.02	0.73	0.62	15.81	80.82
ILLINOIS	0.07	1.53	41.29	10.55	46.55
INDIANA	0.21	0.32	27.56	2.59	69.33
IOWA	0.70	0.83	6.47	3.13	88.86
KANSAS	1.22	0.83	19.36	8.79	69.80
KENTUCKY	0.02	0.16	14.93	0.40	84.50
LOUISIANA	0.40	0.38	69.34	0.53	29.34
MAINE	0.96	0.29	1.05	0.48	97.23
MARYLAND	0.45	1.57	61.30	2.15	34.53
MASSACHUSETTS	0.19	1.44	10.25	11.15	76.98
MICHIGAN	0.85	1.66	33.89	2.44	61.17
MINNESOTA	3.40	3.34	10.67	3.31	79.29
MISSISSIPPI	0.05	0.29	76.02	0.22	23.41
MISSOURI	0.31	0.45	31.95	1.13	66.16
MONTANA	15.62	0.81	2.36	1.06	80.15
NEBRASKA	2.20	0.57	11.59	8.05	77.58
NEVADA	2.28	4.84	21.34	23.16	48.38
NEW HAMPSHIRE	0.30	0.99	1.78	2.78	94.15
NEW JERSEY	0.23	3.24	37.27	22.30	36.97
NEW MEXICO	12.47	0.68	3.58	57.79	25.47
NEW YORK	.	.	.	.	.
NORTH CAROLINA	2.70	0.46	59.11	1.94	35.79
NORTH DAKOTA	12.66	0.65	1.87	1.70	83.12
OHIO	0.13	0.26	30.54	1.77	67.30
OKLAHOMA	13.51	1.53	25.68	3.68	55.60
OREGON	2.50	2.34	5.13	9.10	80.94
PENNSYLVANIA	0.18	0.75	20.12	5.06	73.89
PUERTO RICO	0.01	0.02	0.02	99.94	0.02
RHODE ISLAND	0.50	2.82	12.11	20.15	64.43
SOUTH CAROLINA	0.16	0.24	71.35	0.50	27.76
SOUTH DAKOTA	15.75	0.76	1.32	1.32	80.85
TENNESSEE	0.10	0.37	49.39	0.54	49.60
TEXAS	0.27	1.38	30.59	35.95	31.82
UTAH	2.23	2.14	1.57	10.02	84.04
VERMONT	0.50	1.06	0.92	0.42	97.10
VIRGINIA	0.10	1.86	48.05	4.47	45.51
WASHINGTON	4.66	4.70	9.48	13.82	67.33
WEST VIRGINIA	0.11	0.08	6.20	0.16	93.46
WISCONSIN	1.73	2.30	21.00	4.36	70.60
WYOMING	1.74	1.42	1.26	8.21	87.36
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	94.74	3.16	2.11	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	78.76	20.58	0.66
BUR. OF INDIAN AFFAIRS	99.76	0.00	0.00	0.00	0.24
U.S. AND OUTLYING AREAS	1.13	1.74	33.83	11.20	52.09
50 STATES, D.C. & P.R.	1.06	1.71	33.83	11.21	52.19

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	17	6	1,958	22	2,846	5
ALASKA	280	9	60	16	478	0
ARIZONA	255	28	496	872	3,661	0
ARKANSAS	3	0	102	6	377	0
CALIFORNIA	218	552	5,442	4,366	11,610	0
COLORADO	126	92	892	1,365	6,278	0
CONNECTICUT	32	26	1,703	1,373	4,198	0
DELAWARE	1	3	304	15	352	0
DISTRICT OF COLUMBIA	3	1	1,791	46	20	0
FLORIDA	91	82	14,725	3,603	18,581	0
GEORGIA	31	92	10,846	329	12,802	0
HAWAII	16	2,522	86	109	638	0
IDAHO	17	2	10	37	756	0
ILLINOIS	29	176	10,660	2,262	17,572	0
INDIANA	25	19	2,154	153	9,756	0
IOWA	77	57	946	285	8,540	0
KANSAS	54	13	672	184	3,321	0
KENTUCKY	3	11	1,573	30	4,241	0
LOUISIANA	18	14	3,643	44	1,650	0
MAINE	43	6	31	17	3,600	0
MARYLAND	44	56	4,671	183	4,162	0
MASSACHUSETTS	24	185	1,321	1,437	9,926	0
MICHIGAN	227	309	3,774	383	14,454	0
MINNESOTA	1,019	179	2,273	431	13,690	0
MISSISSIPPI	0	1	281	4	397	0
MISSOURI	22	9	2,752	69	6,312	0
MONTANA	126	5	20	12	866	0
NEBRASKA	91	12	535	72	1,920	0
NEVADA	35	34	342	130	1,281	0
NEW HAMPSHIRE	7	5	27	31	2,476	0
NEW JERSEY	18	131	4,588	1,937	7,111	0
NEW MEXICO	281	9	163	1,357	1,242	0
NEW YORK	.	.	.	.	.	42,925
NORTH CAROLINA	93	20	5,352	84	4,718	0
NORTH DAKOTA	96	1	22	25	891	0
OHIO	33	27	4,580	242	10,243	0
OKLAHOMA	466	45	720	56	2,884	0
OREGON	123	42	258	173	4,038	0
PENNSYLVANIA	30	75	4,635	990	14,134	0
PUERTO RICO	0	0	1	818	0	0
RHODE ISLAND	25	15	254	254	1,992	0
SOUTH CAROLINA	8	14	3,393	43	2,544	0
SOUTH DAKOTA	177	1	12	14	574	0
TENNESSEE	7	15	948	24	2,596	0
TEXAS	151	131	7,778	9,388	17,875	0
UTAH	65	53	116	290	2,947	0
VERMONT	11	21	19	9	2,126	0
VIRGINIA	33	96	4,572	591	7,655	0
WASHINGTON	204	91	612	254	3,747	0
WEST VIRGINIA	3	1	185	3	1,932	0
WISCONSIN	500	107	2,405	438	12,806	0
WYOMING	38	1	22	57	830	0
AMERICAN SAMOA	0	7	0	0	0	0
GUAM	0	17	0	2	0	0
NORTHERN MARIANAS	0	2	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	64	13	0	0
BUR. OF INDIAN AFFAIRS	611	0	0	0	14	0
U.S. AND OUTLYING AREAS	5,907	5,429	114,789	34,948	269,660	42,930
50 STATES, D.C. & P.R.	5,296	5,402	114,725	34,933	269,646	42,930

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.35	0.12	40.38	0.45	58.69
ALASKA	33.21	1.07	7.12	1.90	56.70
ARIZONA	4.80	0.53	9.34	16.42	68.92
ARKANSAS	0.61	0.00	20.90	1.23	77.25
CALIFORNIA	0.98	2.49	24.53	19.68	52.33
COLORADO	1.44	1.05	10.19	15.59	71.72
CONNECTICUT	0.44	0.35	23.23	18.73	57.26
DELAWARE	0.15	0.44	45.04	2.22	52.15
DISTRICT OF COLUMBIA	0.16	0.05	96.24	2.47	1.07
FLORIDA	0.25	0.22	39.71	9.72	50.11
GEORGIA	0.13	0.38	45.00	1.37	53.12
HAWAII	0.47	74.81	2.55	3.23	18.93
IDAHO	2.07	0.24	1.22	4.50	91.97
ILLINOIS	0.09	0.57	34.72	7.37	57.24
INDIANA	0.21	0.16	17.79	1.26	80.58
IOWA	0.78	0.58	9.55	2.88	86.22
KANSAS	1.27	0.31	15.83	4.34	78.25
KENTUCKY	0.05	0.19	26.85	0.51	72.40
LOUISIANA	0.34	0.26	67.85	0.82	30.73
MAINE	1.16	0.16	0.84	0.46	97.38
MARYLAND	0.48	0.61	51.24	2.01	45.66
MASSACHUSETTS	0.19	1.43	10.25	11.15	76.99
MICHIGAN	1.19	1.61	19.71	2.00	75.49
MINNESOTA	5.79	1.02	12.92	2.45	77.82
MISSISSIPPI	0.00	0.15	41.14	0.59	58.13
MISSOURI	0.24	0.10	30.03	0.75	68.88
MONTANA	12.24	0.49	1.94	1.17	84.16
NEBRASKA	3.46	0.46	20.34	2.74	73.00
NEVADA	1.92	1.87	18.77	7.14	70.31
NEW HAMPSHIRE	0.27	0.20	1.06	1.22	97.25
NEW JERSEY	0.13	0.95	33.28	14.05	51.59
NEW MEXICO	9.21	0.29	5.34	44.46	40.69
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.91	0.19	52.13	0.82	45.95
NORTH DAKOTA	9.28	0.10	2.13	2.42	86.09
OHIO	0.22	0.18	30.28	1.60	67.72
OKLAHOMA	11.17	1.08	17.26	1.34	69.14
OREGON	2.65	0.91	5.57	3.73	87.14
PENNSYLVANIA	0.15	0.38	23.33	4.98	71.15
PUERTO RICO	0.00	0.00	0.12	99.88	0.00
RHODE ISLAND	0.98	0.59	10.00	10.00	78.43
SOUTH CAROLINA	0.13	0.23	56.53	0.72	42.39
SOUTH DAKOTA	22.75	0.13	1.54	1.80	73.78
TENNESSEE	0.19	0.42	26.41	0.67	72.31
TEXAS	0.43	0.37	22.02	26.58	50.60
UTAH	1.87	1.53	3.34	8.35	84.90
VERMONT	0.50	0.96	0.87	0.41	97.26
VIRGINIA	0.25	0.74	35.31	4.56	59.13
WASHINGTON	4.16	1.85	12.47	5.18	76.34
WEST VIRGINIA	0.14	0.05	8.71	0.14	90.96
WISCONSIN	3.08	0.66	14.79	2.69	78.78
WYOMING	4.01	0.11	2.32	6.01	87.55
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	89.47	0.00	10.53	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	83.12	16.88	0.00
BUR. OF INDIAN AFFAIRS	97.76	0.00	0.00	0.00	2.24
U.S. AND OUTLYING AREA	1.37	1.26	26.65	8.11	62.60
50 STATES, D.C. & P.R.	1.23	1.26	26.68	8.12	62.71

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	7	5	532	9	802	1
ALASKA	187	18	17	7	255	0
ARIZONA	281	30	137	686	1,379	0
ARKANSAS	4	9	267	17	790	0
CALIFORNIA	33	420	696	2,098	2,119	0
COLORADO	31	80	190	608	2,080	0
CONNECTICUT	8	38	397	440	1,314	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	5	360	21	22	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	0	203	8	9	51	0
IDAHO	11	2	2	47	438	0
ILLINOIS	0	0	0	0	0	0
INDIANA	2	9	132	32	1,033	0
IOWA	1	4	5	8	264	0
KANSAS	26	20	256	104	1,586	0
KENTUCKY	1	12	293	16	2,087	0
LOUISIANA	3	9	434	12	493	0
MAINE	14	10	42	10	2,652	0
MARYLAND	29	202	2,265	323	3,279	0
MASSACHUSETTS	5	39	275	300	2,068	0
MICHIGAN	22	75	590	71	2,080	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	2	3	258	2	215	0
MISSOURI	4	8	146	8	714	0
MONTANA	76	2	8	8	479	0
NEBRASKA	5	3	19	19	333	0
NEVADA	14	29	95	154	368	0
NEW HAMPSHIRE	3	3	2	7	366	0
NEW JERSEY	21	447	6,154	2,939	9,957	0
NEW MEXICO	192	6	36	487	395	0
NEW YORK	.	.	.	.	.	21,768
NORTH CAROLINA	25	18	543	30	1,135	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	20	86	2,687	220	10,307	0
OKLAHOMA	218	37	215	45	1,096	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	1	23	270	105	1,587	0
PUERTO RICO	0	0	0	1,145	1	0
RHODE ISLAND	1	2	5	36	256	0
SOUTH CAROLINA	0	0	119	5	137	0
SOUTH DAKOTA	107	3	14	9	433	0
TENNESSEE	1	16	367	12	1,347	0
TEXAS	31	123	1,571	3,725	3,179	0
UTAH	42	31	16	101	1,066	0
VERMONT	1	1	1	0	110	0
VIRGINIA	4	73	636	138	1,541	0
WASHINGTON	102	129	170	219	2,104	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	3	0	1	3	30	0
AMERICAN SAMOA	0	20	0	0	0	0
GUAM	0	58	0	1	1	0
NORTHERN MARIANAS	0	39	0	0	1	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	0	0	16	2	4	0
BUR. OF INDIAN AFFAIRS	458	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,996	2,355	20,247	14,238	61,954	21,769
50 STATES, D.C. & P.R.	1,538	2,233	20,231	14,235	61,948	21,769

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.52	0.37	39.26	0.66	59.19
ALASKA	38.64	3.72	3.51	1.45	52.69
ARIZONA	11.18	1.19	5.45	27.30	54.87
ARKANSAS	0.37	0.83	24.56	1.56	72.68
CALIFORNIA	0.61	7.83	12.97	39.10	39.49
COLORADO	1.04	2.68	6.36	20.34	69.59
CONNECTICUT	0.36	1.73	18.07	20.03	59.81
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	1.23	88.24	5.15	5.39
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	74.91	2.95	3.32	18.82
IDAHO	2.20	0.40	0.40	9.40	87.60
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.17	0.75	10.93	2.65	85.51
IOWA	0.35	1.42	1.77	2.84	93.62
KANSAS	1.31	1.00	12.85	5.22	79.62
KENTUCKY	0.04	0.50	12.16	0.66	86.63
LOUISIANA	0.32	0.95	45.64	1.26	51.84
MAINE	0.51	0.37	1.54	0.37	97.21
MARYLAND	0.48	3.31	37.14	5.30	53.77
MASSACHUSETTS	0.19	1.45	10.23	11.16	76.96
MICHIGAN	0.78	2.64	20.79	2.50	73.29
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.42	0.63	53.75	0.42	44.79
MISSOURI	0.45	0.91	16.59	0.91	81.14
MONTANA	13.26	0.35	1.40	1.40	83.60
NEBRASKA	1.32	0.79	5.01	5.01	87.86
NEVADA	2.12	4.39	14.39	23.33	55.76
NEW HAMPSHIRE	0.79	0.79	0.52	1.84	96.06
NEW JERSEY	0.11	2.29	31.53	15.06	51.01
NEW MEXICO	17.20	0.54	3.23	43.64	35.39
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.43	1.03	31.01	1.71	64.82
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.15	0.65	20.17	1.65	77.38
OKLAHOMA	13.53	2.30	13.35	2.79	68.03
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.05	1.16	13.60	5.29	79.91
PUERTO RICO	0.00	0.00	0.00	99.91	0.09
RHODE ISLAND	0.33	0.67	1.67	12.00	85.33
SOUTH CAROLINA	0.00	0.00	45.59	1.92	52.49
SOUTH DAKOTA	18.90	0.53	2.47	1.59	76.50
TENNESSEE	0.06	0.92	21.06	0.69	77.28
TEXAS	0.36	1.43	18.21	43.17	36.84
UTAH	3.34	2.47	1.27	8.04	84.87
VERMONT	0.88	0.88	0.88	0.00	97.35
VIRGINIA	0.17	3.05	26.59	5.77	64.42
WASHINGTON	3.74	4.74	6.24	8.04	77.24
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	8.11	0.00	2.70	8.11	81.08
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	96.67	0.00	1.67	1.67
NORTHERN MARIANAS	0.00	97.50	0.00	0.00	2.50
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	72.73	9.09	18.18
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.98	2.34	20.09	14.13	61.47
50 STATES, D.C. & P.R.	1.54	2.23	20.19	14.21	61.83

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	7	7	366	9	586	0
ALASKA	71	20	10	10	111	0
ARIZONA	136	45	57	552	666	0
ARKANSAS	3	6	113	15	455	0
CALIFORNIA	74	991	742	4,233	3,296	0
COLORADO	12	39	72	304	794	0
CONNECTICUT	3	28	83	121	516	0
DELAWARE	0	6	65	21	127	0
DISTRICT OF COLUMBIA	1	0	56	13	13	0
FLORIDA	4	52	782	665	1,631	0
GEORGIA	3	33	579	79	772	0
HAWAII	1	277	10	12	70	0
IDAHO	4	8	1	41	245	0
ILLINOIS	5	84	660	507	2,087	0
INDIANA	4	17	177	48	1,465	0
IOWA	4	18	24	22	486	0
KANSAS	8	11	53	51	453	0
KENTUCKY	1	2	70	9	567	0
LOUISIANA	10	10	580	18	706	0
MAINE	1	1	4	3	238	0
MARYLAND	4	58	377	54	718	0
MASSACHUSETTS	3	20	143	156	1,077	0
MICHIGAN	22	106	569	95	2,214	0
MINNESOTA	32	227	98	84	1,455	0
MISSISSIPPI	3	4	319	5	258	0
MISSOURI	3	12	206	20	941	0
MONTANA	18	4	2	3	168	0
NEBRASKA	12	16	43	37	484	0
NEVADA	13	32	39	113	227	0
NEW HAMPSHIRE	2	4	2	5	247	0
NEW JERSEY	1	91	270	273	889	0
NEW MEXICO	62	7	14	253	179	0
NEW YORK	.	.	.	.	.	5,647
NORTH CAROLINA	42	36	632	93	1,208	0
NORTH DAKOTA	13	4	1	1	108	0
OHIO	4	27	400	56	2,008	0
OKLAHOMA	93	23	68	34	557	0
OREGON	16	51	14	112	788	0
PENNSYLVANIA	10	49	339	157	2,093	0
PUERTO RICO	0	0	0	847	0	0
RHODE ISLAND	2	10	9	33	184	0
SOUTH CAROLINA	5	12	477	24	552	0
SOUTH DAKOTA	22	5	1	0	108	0
TENNESSEE	1	18	333	20	931	0
TEXAS	20	135	814	2,306	2,244	0
UTAH	20	14	0	65	476	0
VERMONT	1	2	2	1	206	0
VIRGINIA	2	55	375	96	787	0
WASHINGTON	42	111	75	186	1,072	0
WEST VIRGINIA	0	3	19	2	369	0
WISCONSIN	12	108	130	65	1,079	0
WYOMING	5	0	0	13	151	0
AMERICAN SAMOA	0	2	0	0	0	0
GUAM	0	33	0	0	0	0
NORTHERN MARIANAS	0	10	0	0	0	0
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	0	0	16	2	0	0
BUR. OF INDIAN AFFAIRS	38	0	0	0	0	0
U.S. AND OUTLYING AREAS	875	2,948	10,291	11,944	39,062	5,647
50 STATES, D.C. & P.R.	837	2,899	10,275	11,942	39,062	5,647

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.72	0.72	37.54	0.92	60.10
ALASKA	31.98	9.01	4.50	4.50	50.00
ARIZONA	9.34	3.09	3.91	37.91	45.74
ARKANSAS	0.51	1.01	19.09	2.53	76.86
CALIFORNIA	0.79	10.61	7.95	45.34	35.30
COLORADO	0.98	3.19	5.90	24.90	65.03
CONNECTICUT	0.40	3.73	11.05	16.11	68.71
DELAWARE	0.00	2.74	29.68	9.59	57.99
DISTRICT OF COLUMBIA	1.20	0.00	67.47	15.66	15.66
FLORIDA	0.13	1.66	24.95	21.22	52.04
GEORGIA	0.20	2.25	39.50	5.39	52.66
HAWAII	0.27	74.86	2.70	3.24	18.92
IDAHO	1.34	2.68	0.33	13.71	81.94
ILLINOIS	0.15	2.51	19.74	15.17	62.43
INDIANA	0.23	0.99	10.34	2.81	85.62
IOWA	0.72	3.25	4.33	3.97	87.73
KANSAS	1.39	1.91	9.20	8.85	78.65
KENTUCKY	0.15	0.31	10.79	1.39	87.37
LOUISIANA	0.76	0.76	43.81	1.36	53.32
MAINE	0.40	0.40	1.62	1.21	96.36
MARYLAND	0.33	4.79	31.13	4.46	59.29
MASSACHUSETTS	0.21	1.43	10.22	11.15	76.98
MICHIGAN	0.73	3.53	18.93	3.16	73.65
MINNESOTA	1.69	11.97	5.17	4.43	76.74
MISSISSIPPI	0.51	0.68	54.16	0.85	43.80
MISSOURI	0.25	1.02	17.43	1.69	79.61
MONTANA	9.23	2.05	1.03	1.54	86.15
NEBRASKA	2.03	2.70	7.26	6.25	81.76
NEVADA	3.07	7.55	9.20	26.65	53.54
NEW HAMPSHIRE	0.77	1.54	0.77	1.92	95.00
NEW JERSEY	0.07	5.97	17.72	17.91	58.33
NEW MEXICO	12.04	1.36	2.72	49.13	34.76
NEW YORK	.	.	.	.	.
NORTH CAROLINA	2.09	1.79	31.43	4.62	60.07
NORTH DAKOTA	10.24	3.15	0.79	0.79	85.04
OHIO	0.16	1.08	16.03	2.24	80.48
OKLAHOMA	12.00	2.97	8.77	4.39	71.87
OREGON	1.63	5.20	1.43	11.42	80.33
PENNSYLVANIA	0.38	1.85	12.80	5.93	79.04
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.84	4.20	3.78	13.87	77.31
SOUTH CAROLINA	0.47	1.12	44.58	2.24	51.59
SOUTH DAKOTA	16.18	3.68	0.74	0.00	79.41
TENNESSEE	0.08	1.38	25.56	1.53	71.45
TEXAS	0.36	2.45	14.75	41.78	40.66
UTAH	3.48	2.43	0.00	11.30	82.78
VERMONT	0.47	0.94	0.94	0.47	97.17
VIRGINIA	0.15	4.18	28.52	7.30	59.85
WASHINGTON	2.83	7.47	5.05	12.52	72.14
WEST VIRGINIA	0.00	0.76	4.83	0.51	93.89
WISCONSIN	0.86	7.75	9.33	4.66	77.40
WYOMING	2.96	0.00	0.00	7.69	89.35
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	88.89	11.11	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.34	4.53	15.80	18.34	59.98
50 STATES, D.C. & P.R.	1.29	4.46	15.80	18.37	60.08

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	3	2	169	4	425	0
ALASKA	17	3	2	1	44	5
ARIZONA	49	16	29	173	454	0
ARKANSAS	2	0	28	3	157	0
CALIFORNIA	67	884	997	4,703	4,804	0
COLORADO	67	72	388	811	4,231	0
CONNECTICUT	0	8	23	23	164	0
DELAWARE	4	5	347	45	717	0
DISTRICT OF COLUMBIA	0	0	77	5	1	0
FLORIDA	10	51	892	695	2,628	0
GEORGIA	1	24	303	36	583	0
HAWAII	1	100	3	4	25	0
IDAHO	4	1	1	11	100	0
ILLINOIS	6	57	575	344	1,784	0
INDIANA	2	13	78	37	1,228	0
IOWA	2	6	28	14	630	0
KANSAS	4	2	28	21	397	0
KENTUCKY	1	2	43	7	390	0
LOUISIANA	11	14	504	11	849	0
MAINE	1	0	3	1	71	0
MARYLAND	1	10	200	17	249	0
MASSACHUSETTS	2	13	91	99	679	0
MICHIGAN	127	333	1,405	243	10,862	0
MINNESOTA	25	74	67	38	1,276	0
MISSISSIPPI	1	6	700	5	993	0
MISSOURI	1	11	107	8	536	0
MONTANA	8	0	3	2	63	0
NEBRASKA	6	8	18	20	399	0
NEVADA	7	11	26	58	182	0
NEW HAMPSHIRE	1	0	1	1	138	0
NEW JERSEY	0	24	102	72	411	0
NEW MEXICO	10	4	8	138	107	0
NEW YORK	.	.	.	.	.	2,783
NORTH CAROLINA	8	15	259	15	749	0
NORTH DAKOTA	5	1	0	1	119	0
OHIO	6	21	419	42	1,779	0
OKLAHOMA	58	18	28	12	366	0
OREGON	16	31	15	53	632	0
PENNSYLVANIA	4	23	310	66	860	0
PUERTO RICO	0	0	0	507	1	0
RHODE ISLAND	1	0	4	5	111	0
SOUTH CAROLINA	2	6	286	4	487	0
SOUTH DAKOTA	6	4	2	1	82	0
TENNESSEE	1	6	209	14	865	0
TEXAS	8	76	687	2,298	2,417	0
UTAH	2	3	1	20	145	0
VERMONT	1	1	1	0	108	0
VIRGINIA	1	32	155	38	530	0
WASHINGTON	15	53	46	90	641	0
WEST VIRGINIA	0	0	6	1	185	0
WISCONSIN	13	36	263	80	933	0
WYOMING	3	0	0	10	124	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	11	2	0	0	0
NORTHERN MARIANAS	0	9	0	0	0	0
PALAU	0	6	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	16	0	0	0	0	0
U.S. AND OUTLYING AREAS	607	2,107	9,940	10,907	46,713	2,783
50 STATES, D.C. & P.R.	591	2,080	9,937	10,907	46,713	2,783

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.50	0.33	28.03	0.66	70.48
ALASKA	24.64	4.35	2.90	1.45	66.67
ARIZONA	6.80	2.22	4.02	23.99	62.97
ARKANSAS	1.05	0.00	14.74	1.58	82.63
CALIFORNIA	0.58	7.72	8.70	41.06	41.94
COLORADO	1.20	1.29	6.97	14.56	75.97
CONNECTICUT	0.00	3.67	10.55	10.55	75.23
DELAWARE	0.36	0.45	31.04	4.03	64.13
DISTRICT OF COLUMBIA	0.00	0.00	92.77	6.02	1.20
FLORIDA	0.23	1.19	20.86	16.25	61.46
GEORGIA	0.11	2.53	32.00	3.80	61.56
HAWAII	0.75	75.19	2.26	3.01	18.80
IDAHO	3.42	0.85	0.85	9.40	85.47
ILLINOIS	0.22	2.06	20.79	12.44	64.50
INDIANA	0.15	0.96	5.74	2.72	90.43
IOWA	0.29	0.88	4.12	2.06	92.65
KANSAS	0.88	0.44	6.19	4.65	87.83
KENTUCKY	0.23	0.45	9.71	1.58	88.04
LOUISIANA	0.79	1.01	36.29	0.79	61.12
MAINE	1.32	0.00	3.95	1.32	93.42
MARYLAND	0.21	2.10	41.93	3.56	52.20
MASSACHUSETTS	0.23	1.47	10.29	11.20	76.81
MICHIGAN	0.98	2.57	10.83	1.87	83.75
MINNESOTA	1.69	5.00	4.53	2.57	86.22
MISSISSIPPI	0.06	0.35	41.06	0.29	58.24
MISSOURI	0.15	1.66	16.14	1.21	80.84
MONTANA	10.53	0.00	3.95	2.63	82.89
NEBRASKA	1.33	1.77	3.99	4.43	88.47
NEVADA	2.46	3.87	9.15	20.42	64.08
NEW HAMPSHIRE	0.71	0.00	0.71	0.71	97.87
NEW JERSEY	0.00	3.94	16.75	11.82	67.49
NEW MEXICO	3.75	1.50	3.00	51.69	40.07
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.76	1.43	24.76	1.43	71.61
NORTH DAKOTA	3.97	0.79	0.00	0.79	94.44
OHIO	0.26	0.93	18.48	1.85	78.47
OKLAHOMA	12.03	3.73	5.81	2.49	75.93
OREGON	2.14	4.15	2.01	7.10	84.61
PENNSYLVANIA	0.32	1.82	24.54	5.23	68.09
PUERTO RICO	0.00	0.00	0.00	99.80	0.20
RHODE ISLAND	0.83	0.00	3.31	4.13	91.74
SOUTH CAROLINA	0.25	0.76	36.43	0.51	62.04
SOUTH DAKOTA	6.32	4.21	2.11	1.05	86.32
TENNESSEE	0.09	0.55	19.09	1.28	79.00
TEXAS	0.15	1.39	12.52	41.89	44.06
UTAH	1.17	1.75	0.58	11.70	84.80
VERMONT	0.90	0.90	0.90	0.00	97.30
VIRGINIA	0.13	4.23	20.50	5.03	70.11
WASHINGTON	1.78	6.27	5.44	10.65	75.86
WEST VIRGINIA	0.00	0.00	3.13	0.52	96.35
WISCONSIN	0.98	2.72	19.85	6.04	70.42
WYOMING	2.19	0.00	0.00	7.30	90.51
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	84.62	15.38	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.86	3.00	14.14	15.52	66.47
50 STATES, D.C. & P.R.	0.84	2.96	14.15	15.53	66.52

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	15	13	955	29	2,981	1
ALASKA	258	27	51	28	568	0
ARIZONA	89	16	86	319	1,278	0
ARKANSAS	28	13	907	63	4,625	0
CALIFORNIA	180	782	1,943	4,649	10,872	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	34	48	758	590	6,370	30
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	144	12	4	0
FLORIDA	28	62	1,560	944	5,652	0
GEORGIA	16	83	3,734	237	9,650	0
HAWAII	6	1,001	34	43	254	0
IDAHO	17	9	9	55	1,113	0
ILLINOIS	5	52	857	290	6,414	0
INDIANA	7	15	251	34	3,334	0
IOWA	0	2	13	4	110	0
KANSAS	57	22	490	237	4,452	0
KENTUCKY	6	11	830	32	5,902	0
LOUISIANA	29	18	2,750	62	4,910	0
MAINE	20	9	36	17	2,472	0
MARYLAND	20	92	2,443	149	4,765	0
MASSACHUSETTS	2	17	122	133	918	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	228	128	428	201	6,782	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	17	20	946	59	6,444	0
MONTANA	75	6	13	15	1,036	0
NEBRASKA	43	11	237	80	2,017	0
NEVADA	30	24	154	142	1,077	0
NEW HAMPSHIRE	12	12	43	43	3,490	0
NEW JERSEY	6	123	1,006	544	5,005	0
NEW MEXICO	173	6	60	840	1,014	0
NEW YORK	.	.	.	.	.	25,215
NORTH CAROLINA	135	50	3,723	129	9,174	0
NORTH DAKOTA	55	2	7	5	550	0
OHIO	17	41	571	82	5,843	0
OKLAHOMA	367	46	346	37	2,653	0
OREGON	112	72	212	244	4,195	0
PENNSYLVANIA	7	17	138	49	1,992	0
PUERTO RICO	1	0	0	1,524	0	0
RHODE ISLAND	6	16	76	93	2,350	0
SOUTH CAROLINA	5	7	1,163	28	2,343	0
SOUTH DAKOTA	64	2	8	9	491	0
TENNESSEE	10	20	1,498	47	7,301	0
TEXAS	124	313	5,703	8,243	22,156	0
UTAH	10	14	18	62	1,050	0
VERMONT	6	11	10	5	1,165	0
VIRGINIA	25	134	3,071	509	10,191	0
WASHINGTON	569	503	1,015	910	14,766	0
WEST VIRGINIA	4	1	118	6	2,186	0
WISCONSIN	79	78	1,431	222	4,459	0
WYOMING	22	4	8	48	801	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	54	0	1	3	0
NORTHERN MARIANAS	0	10	0	0	0	0
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	0	0	26	3	4	0
BUR. OF INDIAN AFFAIRS	263	0	0	0	5	0
U.S. AND OUTLYING AREAS	3,282	4,026	40,002	22,107	197,187	25,246
50 STATES, D.C. & P.R.	3,019	3,955	39,976	22,103	197,175	25,246

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.38	0.33	23.92	0.73	74.66
ALASKA	27.68	2.90	5.47	3.00	60.94
ARIZONA	4.98	0.89	4.81	17.84	71.48
ARKANSAS	0.50	0.23	16.09	1.12	82.06
CALIFORNIA	0.98	4.24	10.54	25.23	59.00
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.44	0.62	9.72	7.56	81.67
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	1.23	88.89	7.41	2.47
FLORIDA	0.34	0.75	18.92	11.45	68.54
GEORGIA	0.12	0.60	27.22	1.73	70.34
HAWAII	0.45	74.81	2.54	3.21	18.98
IDAHO	1.41	0.75	0.75	4.57	92.52
ILLINOIS	0.07	0.68	11.25	3.81	84.20
INDIANA	0.19	0.41	6.89	0.93	91.57
IOWA	0.00	1.55	10.08	3.10	85.27
KANSAS	1.08	0.42	9.32	4.51	84.67
KENTUCKY	0.09	0.16	12.24	0.47	87.04
LOUISIANA	0.37	0.23	35.40	0.80	63.20
MAINE	0.78	0.35	1.41	0.67	96.79
MARYLAND	0.27	1.23	32.71	1.99	63.80
MASSACHUSETTS	0.17	1.43	10.23	11.16	77.01
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	2.94	1.65	5.51	2.59	87.32
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.23	0.27	12.64	0.79	86.08
MONTANA	6.55	0.52	1.14	1.31	90.48
NEBRASKA	1.80	0.46	9.92	3.35	84.46
NEVADA	2.10	1.68	10.79	9.95	75.47
NEW HAMPSHIRE	0.33	0.33	1.19	1.19	96.94
NEW JERSEY	0.09	1.84	15.05	8.14	74.88
NEW MEXICO	8.27	0.29	2.87	40.13	48.45
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.02	0.38	28.18	0.98	69.44
NORTH DAKOTA	8.89	0.32	1.13	0.81	88.85
OHIO	0.26	0.63	8.71	1.25	89.15
OKLAHOMA	10.64	1.33	10.03	1.07	76.92
OREGON	2.32	1.49	4.38	5.05	86.76
PENNSYLVANIA	0.32	0.77	6.26	2.22	90.42
PUERTO RICO	0.07	0.00	0.00	99.93	0.00
RHODE ISLAND	0.24	0.63	2.99	3.66	92.48
SOUTH CAROLINA	0.14	0.20	32.80	0.79	66.07
SOUTH DAKOTA	11.15	0.35	1.39	1.57	85.54
TENNESSEE	0.11	0.23	16.88	0.53	82.26
TEXAS	0.34	0.86	15.61	22.56	60.64
UTAH	0.87	1.21	1.56	5.37	90.99
VERMONT	0.50	0.92	0.84	0.42	97.33
VIRGINIA	0.18	0.96	22.05	3.65	73.16
WASHINGTON	3.20	2.83	5.71	5.12	83.13
WEST VIRGINIA	0.17	0.04	5.10	0.26	94.43
WISCONSIN	1.26	1.24	22.83	3.54	71.13
WYOMING	2.49	0.45	0.91	5.44	90.71
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	93.10	0.00	1.72	5.17
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	78.79	9.09	12.12
BUR. OF INDIAN AFFAIRS	98.13	0.00	0.00	0.00	1.87
U.S. AND OUTLYING AREAS	1.23	1.51	15.00	8.29	73.96
50 STATES, D.C. & P.R.	1.13	1.49	15.02	8.30	74.06

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	1	168	5	252	0
ALASKA	15	3	3	1	23	0
ARIZONA	70	7	28	123	336	0
ARKANSAS	2	2	36	10	141	0
CALIFORNIA	28	352	355	1,312	1,640	0
COLORADO	1	9	24	62	213	0
CONNECTICUT	2	9	61	43	211	0
DELAWARE	0	1	14	1	35	0
DISTRICT OF COLUMBIA	0	0	17	0	1	0
FLORIDA	8	16	263	165	648	0
GEORGIA	0	12	208	17	365	0
HAWAII	0	58	2	2	15	0
IDAHO	0	2	2	8	102	0
ILLINOIS	1	20	227	114	658	0
INDIANA	2	3	98	15	662	0
IOWA	0	3	4	5	124	0
KANSAS	3	3	24	18	163	0
KENTUCKY	1	1	26	2	394	0
LOUISIANA	3	3	173	4	241	0
MAINE	0	2	1	0	84	0
MARYLAND	1	19	223	15	257	0
MASSACHUSETTS	1	9	63	69	474	0
MICHIGAN	6	36	203	16	612	0
MINNESOTA	7	28	33	20	294	0
MISSISSIPPI	0	2	135	1	98	0
MISSOURI	1	4	65	5	343	0
MONTANA	8	0	0	0	55	0
NEBRASKA	2	6	8	8	182	0
NEVADA	5	5	18	33	75	0
NEW HAMPSHIRE	0	1	2	3	131	0
NEW JERSEY	0	16	56	57	206	0
NEW MEXICO	24	1	5	92	59	0
NEW YORK	.	.	.	.	.	1,902
NORTH CAROLINA	3	4	186	12	416	0
NORTH DAKOTA	6	1	1	0	47	0
OHIO	0	15	207	19	844	0
OKLAHOMA	40	9	25	6	273	0
OREGON	4	8	5	37	267	0
PENNSYLVANIA	4	29	221	38	860	0
PUERTO RICO	0	0	1	505	0	0
RHODE ISLAND	0	1	5	5	57	0
SOUTH CAROLINA	0	2	125	1	184	0
SOUTH DAKOTA	7	1	0	3	36	0
TENNESSEE	0	7	158	7	604	0
TEXAS	1	48	358	753	1,129	0
UTAH	4	8	0	18	202	0
VERMONT	0	1	0	0	49	0
VIRGINIA	2	15	128	24	305	0
WASHINGTON	5	25	18	34	232	0
WEST VIRGINIA	1	0	8	0	204	0
WISCONSIN	4	15	39	7	344	0
WYOMING	1	0	0	3	53	0
AMERICAN SAMOA	0	4	0	0	0	0
GUAM	0	10	0	0	0	0
NORTHERN MARIANAS	0	5	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	5	1	1	0
BUR. OF INDIAN AFFAIRS	21	0	0	0	0	0
U.S. AND OUTLYING AREAS	295	843	4,035	3,699	15,201	1,902
50 STATES, D.C. & P.R.	274	823	4,030	3,698	15,200	1,902

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.23	39.34	1.17	59.02
ALASKA	33.33	6.67	6.67	2.22	51.11
ARIZONA	12.41	1.24	4.96	21.81	59.57
ARKANSAS	1.05	1.05	18.85	5.24	73.82
CALIFORNIA	0.76	9.55	9.63	35.58	44.48
COLORADO	0.32	2.91	7.77	20.06	68.93
CONNECTICUT	0.61	2.76	18.71	13.19	64.72
DELAWARE	0.00	1.96	27.45	1.96	68.63
DISTRICT OF COLUMBIA	0.00	0.00	94.44	0.00	5.56
FLORIDA	0.73	1.45	23.91	15.00	58.91
GEORGIA	0.00	1.99	34.55	2.82	60.63
HAWAII	0.00	75.32	2.60	2.60	19.48
IDAHO	0.00	1.75	1.75	7.02	89.47
ILLINOIS	0.10	1.96	22.25	11.18	64.51
INDIANA	0.26	0.38	12.56	1.92	84.87
IOWA	0.00	2.21	2.94	3.68	91.18
KANSAS	1.42	1.42	11.37	8.53	77.25
KENTUCKY	0.24	0.24	6.13	0.47	92.92
LOUISIANA	0.71	0.71	40.80	0.94	56.84
MAINE	0.00	2.30	1.15	0.00	96.55
MARYLAND	0.19	3.69	43.30	2.91	49.90
MASSACHUSETTS	0.16	1.46	10.23	11.20	76.95
MICHIGAN	0.69	4.12	23.25	1.83	70.10
MINNESOTA	1.83	7.33	8.64	5.24	76.96
MISSISSIPPI	0.00	0.85	57.20	0.42	41.53
MISSOURI	0.24	0.96	15.55	1.20	82.06
MONTANA	12.70	0.00	0.00	0.00	87.30
NEBRASKA	0.97	2.91	3.88	3.88	88.35
NEVADA	3.68	3.68	13.24	24.26	55.15
NEW HAMPSHIRE	0.00	0.73	1.46	2.19	95.62
NEW JERSEY	0.00	4.78	16.72	17.01	61.49
NEW MEXICO	13.26	0.55	2.76	50.83	32.60
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.48	0.64	29.95	1.93	66.99
NORTH DAKOTA	10.91	1.82	1.82	0.00	85.45
OHIO	0.00	1.38	19.08	1.75	77.79
OKLAHOMA	11.33	2.55	7.08	1.70	77.34
OREGON	1.25	2.49	1.56	11.53	83.18
PENNSYLVANIA	0.35	2.52	19.18	3.30	74.65
PUERTO RICO	0.00	0.00	0.20	99.80	0.00
RHODE ISLAND	0.00	1.47	7.35	7.35	83.82
SOUTH CAROLINA	0.00	0.64	40.06	0.32	58.97
SOUTH DAKOTA	14.89	2.13	0.00	6.38	76.60
TENNESSEE	0.00	0.90	20.36	0.90	77.84
TEXAS	0.04	2.10	15.64	32.90	49.32
UTAH	1.72	3.45	0.00	7.76	87.07
VERMONT	0.00	2.00	0.00	0.00	98.00
VIRGINIA	0.42	3.16	27.00	5.06	64.35
WASHINGTON	1.59	7.96	5.73	10.83	73.89
WEST VIRGINIA	0.47	0.00	3.76	0.00	95.77
WISCONSIN	0.98	3.67	9.54	1.71	84.11
WYOMING	1.75	0.00	0.00	5.26	92.98
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	71.43	14.29	14.29
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.23	3.50	16.76	15.37	63.15
50 STATES, D.C. & P.R.	1.14	3.43	16.77	15.39	63.27

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	2	10	315	4	433	1
ALASKA	26	10	16	6	137	0
ARIZONA	33	25	84	217	760	0
ARKANSAS	6	7	159	6	493	0
CALIFORNIA	58	1,491	1,265	2,354	5,389	0
COLORADO	3	18	40	45	347	0
CONNECTICUT	5	29	135	76	980	0
DELAWARE	1	2	69	7	184	0
DISTRICT OF COLUMBIA	0	2	93	5	3	0
FLORIDA	15	92	874	759	1,886	0
GEORGIA	3	42	729	37	1,105	0
HAWAII	1	207	7	9	52	0
IDAHO	1	7	1	12	270	0
ILLINOIS	4	105	790	258	1,946	0
INDIANA	1	16	267	36	2,301	0
IOWA	3	4	33	10	487	0
KANSAS	5	10	68	28	508	0
KENTUCKY	2	9	101	8	744	0
LOUISIANA	2	12	601	13	517	0
MAINE	1	5	1	1	436	0
MARYLAND	6	75	743	53	1,056	0
MASSACHUSETTS	1	8	59	64	443	0
MICHIGAN	27	190	708	58	3,092	0
MINNESOTA	34	84	176	49	2,105	0
MISSISSIPPI	2	1	228	2	152	0
MISSOURI	2	24	271	24	1,268	0
MONTANA	9	3	4	1	146	0
NEBRASKA	2	8	26	11	290	0
NEVADA	7	23	42	52	270	0
NEW HAMPSHIRE	3	1	3	0	335	0
NEW JERSEY	2	208	483	296	1,936	0
NEW MEXICO	13	3	7	64	138	0
NEW YORK	.	.	.	.	.	5,943
NORTH CAROLINA	4	36	973	40	1,321	0
NORTH DAKOTA	5	0	4	0	109	0
OHIO	5	26	330	19	1,837	0
OKLAHOMA	65	19	107	20	455	0
OREGON	44	67	55	89	2,261	0
PENNSYLVANIA	10	66	604	106	2,518	0
PUERTO RICO	0	0	0	473	0	0
RHODE ISLAND	0	2	16	13	278	0
SOUTH CAROLINA	2	8	462	14	366	0
SOUTH DAKOTA	16	0	2	4	205	0
TENNESSEE	1	10	260	11	653	0
TEXAS	20	240	1,118	1,262	3,383	0
UTAH	4	14	9	25	532	0
VERMONT	1	2	1	1	155	0
VIRGINIA	3	89	592	96	1,203	0
WASHINGTON	23	110	109	73	1,305	0
WEST VIRGINIA	1	4	23	4	280	0
WISCONSIN	10	41	220	36	1,516	0
WYOMING	0	0	2	2	90	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	15	1	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	1	0
BUR. OF INDIAN AFFAIRS	6	0	0	0	0	0
U.S. AND OUTLYING AREAS	500	3,484	13,291	6,853	48,677	5,944
50 STATES, D.C. & P.R.	494	3,465	13,285	6,853	48,676	5,944

Please see data notes for an explanation of individual state differences.

A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.26	1.31	41.23	0.52	56.68
ALASKA	13.33	5.13	8.21	3.08	70.26
ARIZONA	2.95	2.23	7.51	19.39	67.92
ARKANSAS	0.89	1.04	23.70	0.89	73.47
CALIFORNIA	0.55	14.12	11.98	22.30	51.05
COLORADO	0.66	3.97	8.83	9.93	76.60
CONNECTICUT	0.41	2.37	11.02	6.20	80.00
DELAWARE	0.38	0.76	26.24	2.66	69.96
DISTRICT OF COLUMBIA	0.00	1.94	90.29	4.85	2.91
FLORIDA	0.41	2.54	24.10	20.93	52.01
GEORGIA	0.16	2.19	38.05	1.93	57.67
HAWAII	0.36	75.00	2.54	3.26	18.84
IDAHO	0.34	2.41	0.34	4.12	92.78
ILLINOIS	0.13	3.38	25.46	8.31	62.71
INDIANA	0.04	0.61	10.19	1.37	87.79
IOWA	0.56	0.74	6.15	1.86	90.69
KANSAS	0.81	1.62	10.99	4.52	82.07
KENTUCKY	0.23	1.04	11.69	0.93	86.11
LOUISIANA	0.17	1.05	52.49	1.14	45.15
MAINE	0.23	1.13	0.23	0.23	98.20
MARYLAND	0.31	3.88	38.44	2.74	54.63
MASSACHUSETTS	0.17	1.39	10.26	11.13	77.04
MICHIGAN	0.66	4.66	17.37	1.42	75.88
MINNESOTA	1.39	3.43	7.19	2.00	85.99
MISSISSIPPI	0.52	0.26	59.22	0.52	39.48
MISSOURI	0.13	1.51	17.05	1.51	79.80
MONTANA	5.52	1.84	2.45	0.61	89.57
NEBRASKA	0.59	2.37	7.72	3.26	86.05
NEVADA	1.78	5.84	10.66	13.20	68.53
NEW HAMPSHIRE	0.88	0.29	0.88	0.00	97.95
NEW JERSEY	0.07	7.11	16.51	10.12	66.19
NEW MEXICO	5.78	1.33	3.11	28.44	61.33
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.17	1.52	40.99	1.68	55.64
NORTH DAKOTA	4.24	0.00	3.39	0.00	92.37
OHIO	0.23	1.17	14.88	0.86	82.86
OKLAHOMA	9.76	2.85	16.07	3.00	68.32
OREGON	1.75	2.66	2.19	3.54	89.86
PENNSYLVANIA	0.30	2.00	18.28	3.21	76.21
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.65	5.18	4.21	89.97
SOUTH CAROLINA	0.23	0.94	54.23	1.64	42.96
SOUTH DAKOTA	7.05	0.00	0.88	1.76	90.31
TENNESSEE	0.11	1.07	27.81	1.18	69.84
TEXAS	0.33	3.98	18.56	20.95	56.17
UTAH	0.68	2.40	1.54	4.28	91.10
VERMONT	0.63	1.25	0.63	0.63	96.88
VIRGINIA	0.15	4.49	29.85	4.84	60.67
WASHINGTON	1.42	6.79	6.73	4.51	80.56
WEST VIRGINIA	0.32	1.28	7.37	1.28	89.74
WISCONSIN	0.55	2.25	12.07	1.97	83.16
WYOMING	0.00	0.00	2.13	2.13	95.74
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	93.75	6.25	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	83.33	0.00	16.67
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.69	4.79	18.26	9.41	66.86
50 STATES, D.C. & P.R.	0.68	4.76	18.26	9.42	66.89

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	4	0	4	0
ALASKA	2	0	0	0	3	0
ARIZONA	5	2	2	12	15	0
ARKANSAS	0	0	7	0	7	0
CALIFORNIA	2	18	14	47	66	0
COLORADO	1	0	4	21	43	0
CONNECTICUT	0	2	5	12	36	0
DELAWARE	0	0	11	3	28	0
DISTRICT OF COLUMBIA	0	1	8	1	0	0
FLORIDA	1	1	7	11	30	0
GEORGIA	0	1	5	0	15	0
HAWAII	0	2	0	0	1	0
IDAHO	2	0	0	0	13	0
ILLINOIS	0	2	10	8	40	0
INDIANA	0	1	4	0	26	0
IOWA	0	0	0	1	2	0
KANSAS	0	1	0	2	7	0
KENTUCKY	0	0	0	0	14	0
LOUISIANA	0	0	4	0	8	0
MAINE	0	0	0	0	4	0
MARYLAND	0	1	8	1	16	0
MASSACHUSETTS	0	1	5	5	37	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	4	5	2	34	0
MISSISSIPPI	0	0	6	0	7	0
MISSOURI	0	0	9	1	39	0
MONTANA	1	0	0	0	17	0
NEBRASKA	1	0	0	0	9	0
NEVADA	0	0	1	1	3	0
NEW HAMPSHIRE	0	0	0	0	5	0
NEW JERSEY	0	0	8	11	10	0
NEW MEXICO	4	1	0	11	2	0
NEW YORK	.	.	.	.	.	42
NORTH CAROLINA	0	1	9	0	11	0
NORTH DAKOTA	0	0	0	1	3	0
OHIO	0	0	2	1	14	0
OKLAHOMA	2	0	2	0	10	0
OREGON	3	2	1	3	24	0
PENNSYLVANIA	0	1	10	1	29	0
PUERTO RICO	0	0	0	30	0	0
RHODE ISLAND	0	0	0	1	3	0
SOUTH CAROLINA	0	0	9	0	9	0
SOUTH DAKOTA	0	0	0	0	1	0
TENNESSEE	0	0	2	0	2	0
TEXAS	0	2	16	27	28	0
UTAH	2	1	1	6	62	0
VERMONT	0	0	0	0	6	0
VIRGINIA	0	2	1	0	3	0
WASHINGTON	0	1	0	2	27	0
WEST VIRGINIA	0	1	0	0	19	0
WISCONSIN	0	1	0	0	6	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	27	51	180	222	798	42
50 STATES, D.C. & P.R.	26	50	180	222	798	42

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	50.00	0.00	50.00
ALASKA	40.00	0.00	0.00	0.00	60.00
ARIZONA	13.89	5.56	5.56	33.33	41.67
ARKANSAS	0.00	0.00	50.00	0.00	50.00
CALIFORNIA	1.36	12.24	9.52	31.97	44.90
COLORADO	1.45	0.00	5.80	30.43	62.32
CONNECTICUT	0.00	3.64	9.09	21.82	65.45
DELAWARE	0.00	0.00	26.19	7.14	66.67
DISTRICT OF COLUMBIA	0.00	10.00	80.00	10.00	0.00
FLORIDA	2.00	2.00	14.00	22.00	60.00
GEORGIA	0.00	4.76	23.81	0.00	71.43
HAWAII	0.00	66.67	0.00	0.00	33.33
IDAHO	13.33	0.00	0.00	0.00	86.67
ILLINOIS	0.00	3.33	16.67	13.33	66.67
INDIANA	0.00	3.23	12.90	0.00	83.87
IOWA	0.00	0.00	0.00	33.33	66.67
KANSAS	0.00	10.00	0.00	20.00	70.00
KENTUCKY	0.00	0.00	0.00	0.00	100.00
LOUISIANA	0.00	0.00	33.33	0.00	66.67
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	3.85	30.77	3.85	61.54
MASSACHUSETTS	0.00	2.08	10.42	10.42	77.08
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	8.89	11.11	4.44	75.56
MISSISSIPPI	0.00	0.00	46.15	0.00	53.85
MISSOURI	0.00	0.00	18.37	2.04	79.59
MONTANA	5.56	0.00	0.00	0.00	94.44
NEBRASKA	10.00	0.00	0.00	0.00	90.00
NEVADA	0.00	0.00	20.00	20.00	60.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	27.59	37.93	34.48
NEW MEXICO	22.22	5.56	0.00	61.11	11.11
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.00	4.76	42.86	0.00	52.38
NORTH DAKOTA	0.00	0.00	0.00	25.00	75.00
OHIO	0.00	0.00	11.76	5.88	82.35
OKLAHOMA	14.29	0.00	14.29	0.00	71.43
OREGON	9.09	6.06	3.03	9.09	72.73
PENNSYLVANIA	0.00	2.44	24.39	2.44	70.73
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	25.00	75.00
SOUTH CAROLINA	0.00	0.00	50.00	0.00	50.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.00	50.00	0.00	50.00
TEXAS	0.00	2.74	21.92	36.99	38.36
UTAH	2.78	1.39	1.39	8.33	86.11
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	33.33	16.67	0.00	50.00
WASHINGTON	0.00	3.33	0.00	6.67	90.00
WEST VIRGINIA	0.00	5.00	0.00	0.00	95.00
WISCONSIN	0.00	14.29	0.00	0.00	85.71
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	2.11	3.99	14.08	17.37	62.44
50 STATES, D.C. & P.R.	2.04	3.92	14.11	17.40	62.54

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	2	79	2	170	0
ALASKA	16	1	4	3	46	0
ARIZONA	24	2	22	93	165	0
ARKANSAS	2	1	32	5	121	0
CALIFORNIA	13	96	145	444	537	0
COLORADO	3	3	26	56	158	0
CONNECTICUT	1	0	12	15	59	0
DELAWARE	0	0	0	0	2	0
DISTRICT OF COLUMBIA	0	1	22	1	1	0
FLORIDA	2	4	120	61	228	0
GEORGIA	1	8	146	10	200	0
HAWAII	0	46	1	2	12	0
IDAHO	4	1	1	12	129	0
ILLINOIS	0	8	216	87	371	0
INDIANA	1	3	49	12	417	0
IOWA	1	0	16	5	107	0
KANSAS	2	1	27	14	139	0
KENTUCKY	1	0	22	1	165	0
LOUISIANA	0	1	151	4	145	0
MAINE	1	2	3	0	102	0
MARYLAND	1	8	137	13	163	0
MASSACHUSETTS	1	4	31	34	232	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	16	12	26	11	281	0
MISSISSIPPI	0	1	62	0	59	0
MISSOURI	2	4	52	3	275	0
MONTANA	8	1	0	0	52	0
NEBRASKA	4	2	8	11	166	0
NEVADA	8	5	22	28	81	0
NEW HAMPSHIRE	0	0	0	1	60	0
NEW JERSEY	0	1	18	9	33	0
NEW MEXICO	27	3	10	106	72	0
NEW YORK	.	.	.	.	.	1,321
NORTH CAROLINA	5	6	149	11	251	0
NORTH DAKOTA	0	0	0	2	28	0
OHIO	2	2	54	5	408	0
OKLAHOMA	38	3	30	2	190	0
OREGON	5	7	17	33	245	0
PENNSYLVANIA	3	15	106	29	1,303	0
PUERTO RICO	0	0	0	25	0	0
RHODE ISLAND	0	0	5	6	40	0
SOUTH CAROLINA	0	0	32	1	65	0
SOUTH DAKOTA	10	0	1	2	34	0
TENNESSEE	0	1	42	5	198	0
TEXAS	3	16	155	266	498	0
UTAH	3	6	2	28	288	0
VERMONT	0	1	1	0	73	0
VIRGINIA	0	4	78	18	204	0
WASHINGTON	17	7	20	35	244	0
WEST VIRGINIA	0	0	10	1	101	0
WISCONSIN	5	10	58	24	224	0
WYOMING	4	1	1	3	71	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	2	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	10	0	0	0	1	0
U.S. AND OUTLYING AREAS	245	303	2,222	1,539	9,214	1,321
50 STATES, D.C. & P.R.	235	300	2,221	1,539	9,213	1,321

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.39	0.79	31.10	0.79	66.93
ALASKA	22.86	1.43	5.71	4.29	65.71
ARIZONA	7.84	0.65	7.19	30.39	53.92
ARKANSAS	1.24	0.62	19.88	3.11	75.16
CALIFORNIA	1.05	7.77	11.74	35.95	43.48
COLORADO	1.22	1.22	10.57	22.76	64.23
CONNECTICUT	1.15	0.00	13.79	17.24	67.82
DELAWARE	0.00	0.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	0.00	4.00	88.00	4.00	4.00
FLORIDA	0.48	0.96	28.92	14.70	54.94
GEORGIA	0.27	2.19	40.00	2.74	54.79
HAWAII	0.00	75.41	1.64	3.28	19.67
IDAHO	2.72	0.68	0.68	8.16	87.76
ILLINOIS	0.00	1.17	31.67	12.76	54.40
INDIANA	0.21	0.62	10.17	2.49	86.51
IOWA	0.78	0.00	12.40	3.88	82.95
KANSAS	1.09	0.55	14.75	7.65	75.96
KENTUCKY	0.53	0.00	11.64	0.53	87.30
LOUISIANA	0.00	0.33	50.17	1.33	48.17
MAINE	0.93	1.85	2.78	0.00	94.44
MARYLAND	0.31	2.48	42.55	4.04	50.62
MASSACHUSETTS	0.33	1.32	10.26	11.26	76.82
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	4.62	3.47	7.51	3.18	81.21
MISSISSIPPI	0.00	0.82	50.82	0.00	48.36
MISSOURI	0.60	1.19	15.48	0.89	81.85
MONTANA	13.11	1.64	0.00	0.00	85.25
NEBRASKA	2.09	1.05	4.19	5.76	86.91
NEVADA	5.56	3.47	15.28	19.44	56.25
NEW HAMPSHIRE	0.00	0.00	0.00	1.64	98.36
NEW JERSEY	0.00	1.64	29.51	14.75	54.10
NEW MEXICO	12.39	1.38	4.59	48.62	33.03
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.18	1.42	35.31	2.61	59.48
NORTH DAKOTA	0.00	0.00	0.00	6.67	93.33
OHIO	0.42	0.42	11.46	1.06	86.62
OKLAHOMA	14.45	1.14	11.41	0.76	72.24
OREGON	1.63	2.28	5.54	10.75	79.80
PENNSYLVANIA	0.21	1.03	7.28	1.99	89.49
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	9.80	11.76	78.43
SOUTH CAROLINA	0.00	0.00	32.65	1.02	66.33
SOUTH DAKOTA	21.28	0.00	2.13	4.26	72.34
TENNESSEE	0.00	0.41	17.07	2.03	80.49
TEXAS	0.32	1.71	16.52	28.36	53.09
UTAH	0.92	1.83	0.61	8.56	88.07
VERMONT	0.00	1.33	1.33	0.00	97.33
VIRGINIA	0.00	1.32	25.66	5.92	67.11
WASHINGTON	5.26	2.17	6.19	10.84	75.54
WEST VIRGINIA	0.00	0.00	8.93	0.89	90.18
WISCONSIN	1.56	3.12	18.07	7.48	69.78
WYOMING	5.00	1.25	1.25	3.75	88.75
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	90.91	0.00	0.00	0.00	9.09
U.S. AND OUTLYING AREAS	1.81	2.24	16.43	11.38	68.14
50 STATES, D.C. & P.R.	1.74	2.22	16.44	11.39	68.20

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Number) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	3	2	314	5	423	2
ALASKA	9	1	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	13	0	0	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	2	293	10	13	74	0
IDAHO	29	7	18	216	1,114	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	3	5	92	54	498	0
KENTUCKY	1	6	579	22	3,616	0
LOUISIANA	38	10	1,315	11	782	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	0	3	10	2	51	0
MINNESOTA	39	21	97	60	990	0
MISSISSIPPI	4	5	1,033	10	724	0
MISSOURI	0	0	4	0	22	0
MONTANA	0	0	0	0	0	0
NEBRASKA	9	0	0	9	108	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	3	2	6	9	333	0
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	65	4	14	364	221	0
NEW YORK	.	.	.	.	.	.
NORTH CAROLINA	7	5	230	22	287	0
NORTH DAKOTA	5	1	3	1	39	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	30	0	17	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	2	15	614	24	2,155	0
TEXAS	0	0	0	0	0	0
UTAH	14	5	2	28	253	0
VERMONT	2	5	5	2	556	0
VIRGINIA	8	58	2,688	376	3,549	0
WASHINGTON	129	159	231	571	2,707	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	1	2	5	1	67	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	19	2	3	0	0
NORTHERN MARIANAS	0	25	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	32	0	1	0
BUR. OF INDIAN AFFAIRS	167	0	0	1	2	0
U.S. AND OUTLYING AREAS	540	653	7,347	1,804	18,589	2
50 STATES, D.C. & P.R.	373	609	7,313	1,800	18,586	2

Please see data notes for an explanation of individual state differences.
A minus in the last column indicates that the count for race/ethnicity exceeded the total count for children served.
Developmental delay is applicable only to children ages 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Racial/Ethnic Composition (Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2000-01 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.40	0.27	42.03	0.67	56.63
ALASKA	90.00	10.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.51	74.74	2.55	3.32	18.88
IDAHO	2.10	0.51	1.30	15.61	80.49
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.46	0.77	14.11	8.28	76.38
KENTUCKY	0.02	0.14	13.71	0.52	85.61
LOUISIANA	1.76	0.46	60.99	0.51	36.27
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	0.00
MICHIGAN	0.00	4.55	15.15	3.03	77.27
MINNESOTA	3.23	1.74	8.04	4.97	82.02
MISSISSIPPI	0.23	0.28	58.16	0.56	40.77
MISSOURI	0.00	0.00	15.38	0.00	84.62
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	7.14	0.00	0.00	7.14	85.71
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.85	0.57	1.70	2.55	94.33
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	9.73	0.60	2.10	54.49	33.08
NEW YORK	.	.	.	.	.
NORTH CAROLINA	1.27	0.91	41.74	3.99	52.09
NORTH DAKOTA	10.20	2.04	6.12	2.04	79.59
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	63.83	0.00	36.17
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.07	0.53	21.85	0.85	76.69
TEXAS	0.00	0.00	0.00	0.00	0.00
UTAH	4.64	1.66	0.66	9.27	83.77
VERMONT	0.35	0.88	0.88	0.35	97.54
VIRGINIA	0.12	0.87	40.25	5.63	53.14
WASHINGTON	3.40	4.19	6.08	15.04	71.29
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.32	2.63	6.58	1.32	88.16
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	79.17	8.33	12.50	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	96.97	0.00	3.03
BUR. OF INDIAN AFFAIRS	98.24	0.00	0.00	0.59	1.18
U.S. AND OUTLYING AREAS	1.87	2.26	25.39	6.24	64.25
50 STATES, D.C. & P.R.	1.30	2.12	25.50	6.28	64.80

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Developmental delay is applicable only to children ages 3 through 9.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on 2000 Census Population) of Children Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3.18	3.13	4.75	1.60	4.06
ALASKA	7.63	5.41	7.60	4.27	4.89
ARIZONA	4.27	3.58	4.64	3.40	4.39
ARKANSAS	2.22	3.29	11.41	4.01	8.28
CALIFORNIA	4.37	2.40	4.39	3.29	4.46
COLORADO	9.54	3.56	5.73	3.88	4.80
CONNECTICUT	8.91	2.61	5.71	5.04	5.17
DELAWARE	4.48	3.10	6.09	3.61	5.28
DISTRICT OF COLUMBIA	2.22	0.30	2.11	1.30	1.13
FLORIDA	8.49	3.58	5.95	4.20	5.45
GEORGIA	4.17	1.79	4.79	2.25	5.00
HAWAII	5.22	5.05	2.95	0.98	3.19
IDAHO	6.76	4.33	9.43	6.12	6.14
ILLINOIS	3.96	2.22	4.16	2.25	6.83
INDIANA	4.36	3.42	4.61	2.44	6.35
IOWA	5.25	2.55	6.46	2.83	4.98
KANSAS	8.16	2.98	7.85	4.92	7.28
KENTUCKY	5.64	4.34	11.31	3.39	10.29
LOUISIANA	3.88	2.02	5.49	2.23	5.27
MAINE	9.07	3.71	9.95	4.14	9.06
MARYLAND	7.73	2.86	4.39	2.81	4.97
MASSACHUSETTS	5.39	1.88	9.00	5.93	5.81
MICHIGAN	5.44	6.41	3.83	2.24	5.16
MINNESOTA	9.90	2.87	6.63	4.02	5.84
MISSISSIPPI	1.26	1.66	5.08	1.30	6.38
MISSOURI	1.94	2.50	4.69	1.91	5.29
MONTANA	6.44	5.38	13.16	1.00	4.65
NEBRASKA	7.96	4.95	5.17	3.64	5.42
NEVADA	7.76	3.14	4.74	2.71	4.90
NEW HAMPSHIRE	16.67	3.87	7.13	3.13	4.96
NEW JERSEY	4.51	2.42	4.49	3.57	5.31
NEW MEXICO	6.49	3.44	8.40	5.74	7.06
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	7.72	1.93	6.96	1.86	5.21
NORTH DAKOTA	4.16	3.68	7.79	5.58	5.21
OHIO	1.48	1.75	3.71	2.13	4.21
OKLAHOMA	6.25	7.21	4.14	1.37	4.71
OREGON	6.52	2.66	5.88	3.81	5.44
PENNSYLVANIA	10.00	1.91	4.60	3.54	4.58
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	6.73	1.46	5.41	4.77	7.19
SOUTH CAROLINA	4.51	6.32	9.66	2.91	6.32
SOUTH DAKOTA	9.44	6.67	16.95	2.96	7.10
TENNESSEE	2.53	2.24	3.80	1.62	5.17
TEXAS	4.65	2.32	3.68	3.09	4.54
UTAH	7.83	2.57	7.53	2.80	5.14
VERMONT	8.82	3.59	18.06	1.96	7.53
VIRGINIA	7.18	2.83	5.16	4.12	5.32
WASHINGTON	9.26	3.58	6.94	4.39	4.88
WEST VIRGINIA	2.35	1.39	5.92	1.27	8.96
WISCONSIN	7.62	2.97	8.63	4.23	6.95
WYOMING	14.36	12.36	19.21	7.20	9.03
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	6.11	2.57	4.78	3.10	5.12

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	7.71	4.92	1.07	0.81	0.28
ALASKA	14.33	7.90	3.05	0.89	0.79
ARIZONA	8.85	5.86	1.15	0.70	0.31
ARKANSAS	6.39	2.87	1.47	0.97	0.06
CALIFORNIA	10.47	6.37	2.19	0.55	0.44
COLORADO	12.40	6.33	2.46	0.56	1.58
CONNECTICUT	12.89	4.95	2.95	0.53	1.68
DELAWARE	7.17	4.30	0.90	0.90	0.18
DISTRICT OF COLUMBIA	3.96	0.44	0.88	0.88	1.32
FLORIDA	9.24	4.87	2.25	0.58	0.88
GEORGIA	4.80	1.89	1.06	0.58	0.72
HAWAII	11.62	5.81	1.25	1.48	1.82
IDAHO	11.73	7.98	1.10	0.81	0.35
ILLINOIS	5.69	3.06	1.13	0.43	0.62
INDIANA	7.22	3.25	1.38	1.32	0.72
IOWA	16.84	8.05	0.92	4.47	2.97
KANSAS	9.44	4.45	1.57	1.01	0.80
KENTUCKY	2.66	0.83	0.73	0.21	0.16
LOUISIANA	7.59	3.88	1.52	0.65	0.24
MAINE	10.40	3.92	2.17	0.47	2.03
MARYLAND	11.20	4.89	2.10	0.93	1.36
MASSACHUSETTS	9.19	5.64	1.35	0.92	0.79
MICHIGAN	11.75	5.85	1.83	1.31	1.46
MINNESOTA	18.83	6.86	2.05	1.95	5.80
MISSISSIPPI	2.13	1.43	0.28	0.08	0.00
MISSOURI	5.04	2.68	0.90	0.62	0.36
MONTANA	13.78	9.14	1.91	1.00	0.66
NEBRASKA	18.51	8.63	3.37	2.79	1.94
NEVADA	15.84	10.90	2.18	0.69	0.61
NEW HAMPSHIRE	10.23	3.23	2.42	0.40	0.94
NEW JERSEY	11.35	6.82	2.30	0.47	0.66
NEW MEXICO	9.85	6.14	1.77	0.42	0.50
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	10.48	3.90	2.35	3.00	0.36
NORTH DAKOTA	11.21	5.32	2.87	1.38	0.85
OHIO	6.51	2.67	1.00	1.24	0.61
OKLAHOMA	13.00	7.79	2.41	1.28	0.52
OREGON	13.83	7.37	2.88	0.90	1.02
PENNSYLVANIA	11.81	7.02	1.64	1.29	0.81
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	11.02	6.25	1.85	0.43	1.78
SOUTH CAROLINA	5.13	2.59	1.07	0.81	0.24
SOUTH DAKOTA	10.20	5.55	1.96	0.96	0.75
TENNESSEE	3.90	1.76	0.99	0.43	0.22
TEXAS	9.17	5.10	1.57	0.39	0.89
UTAH	12.96	8.78	1.73	0.73	0.67
VERMONT	10.24	3.94	1.57	1.10	1.73
VIRGINIA	7.19	3.58	1.57	0.31	0.73
WASHINGTON	15.17	8.01	1.90	1.14	0.76
WEST VIRGINIA	5.58	2.21	0.91	1.30	0.39
WISCONSIN	14.52	6.81	1.66	1.61	3.56
WYOMING	13.61	8.20	2.88	0.32	1.10
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	10.98	6.15	1.89	0.98	0.82

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.11	0.11	0.05	0.24	0.02
ALASKA	0.53	0.20	0.05	0.73	0.04
ARIZONA	0.34	0.16	0.06	0.11	0.08
ARKANSAS	0.09	0.06	0.04	0.60	0.04
CALIFORNIA	0.07	0.15	0.14	0.37	0.06
COLORADO	0.39	0.15	0.84	0.00	0.01
CONNECTICUT	0.42	0.16	0.00	1.79	0.11
DELAWARE	0.00	0.00	0.72	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.44	0.00	0.00	0.00
FLORIDA	0.00	0.04	0.10	0.27	0.08
GEORGIA	0.00	0.07	0.02	0.37	0.00
HAWAII	0.00	0.11	0.11	0.68	0.00
IDAHO	0.23	0.08	0.08	0.35	0.00
ILLINOIS	0.00	0.11	0.13	0.11	0.02
INDIANA	0.06	0.12	0.06	0.20	0.06
IOWA	0.04	0.15	0.08	0.00	0.00
KANSAS	0.39	0.12	0.06	0.85	0.04
KENTUCKY	0.05	0.05	0.05	0.31	0.05
LOUISIANA	0.04	0.13	0.15	0.39	0.04
MAINE	0.66	0.05	0.05	0.95	0.00
MARYLAND	0.90	0.12	0.03	0.62	0.03
MASSACHUSETTS	0.16	0.10	0.07	0.07	0.03
MICHIGAN	0.14	0.14	0.82	0.00	0.04
MINNESOTA	0.00	0.18	0.14	1.30	0.04
MISSISSIPPI	0.06	0.08	0.03	0.00	0.00
MISSOURI	0.07	0.05	0.02	0.28	0.02
MONTANA	0.40	0.09	0.04	0.39	0.04
NEBRASKA	0.11	0.26	0.13	0.92	0.04
NEVADA	0.24	0.22	0.12	0.52	0.09
NEW HAMPSHIRE	0.40	0.27	0.13	1.62	0.00
NEW JERSEY	0.77	0.04	0.00	0.22	0.00
NEW MEXICO	0.34	0.11	0.02	0.31	0.04
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.10	0.16	0.03	0.52	0.01
NORTH DAKOTA	0.00	0.12	0.04	0.49	0.05
OHIO	0.37	0.07	0.11	0.31	0.00
OKLAHOMA	0.24	0.10	0.07	0.41	0.04
OREGON	0.00	0.13	0.13	0.93	0.03
PENNSYLVANIA	0.03	0.27	0.11	0.19	0.11
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.07	0.14	0.07	0.43	0.00
SOUTH CAROLINA	0.00	0.15	0.06	0.15	0.00
SOUTH DAKOTA	0.45	0.09	0.03	0.27	0.03
TENNESSEE	0.03	0.03	0.03	0.31	0.00
TEXAS	0.18	0.12	0.05	0.73	0.01
UTAH	0.43	0.21	0.02	0.10	0.04
VERMONT	0.16	0.16	0.16	0.94	0.00
VIRGINIA	0.09	0.04	0.02	0.55	0.04
WASHINGTON	0.38	0.16	0.06	2.12	0.02
WEST VIRGINIA	0.00	0.00	0.00	0.52	0.13
WISCONSIN	0.00	0.09	0.09	0.56	0.03
WYOMING	0.09	0.15	0.09	0.64	0.03
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.24	0.13	0.09	0.47	0.04

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Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.03	0.00	0.02	0.05
ALASKA	0.07	0.01	0.05	0.03
ARIZONA	0.04	0.01	0.03	0.00
ARKANSAS	0.13	0.00	0.04	0.00
CALIFORNIA	0.12	0.00	0.03	0.00
COLORADO	0.04	0.01	0.04	0.00
CONNECTICUT	0.26	0.00	0.05	0.00
DELAWARE	0.18	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	0.14	0.01	0.02	0.00
GEORGIA	0.07	0.00	0.02	0.00
HAWAII	0.11	0.00	0.00	0.23
IDAHO	0.02	0.04	0.08	0.60
ILLINOIS	0.09	0.00	0.00	0.00
INDIANA	0.03	0.00	0.03	0.00
IOWA	0.12	0.00	0.04	0.00
KANSAS	0.07	0.00	0.03	0.04
KENTUCKY	0.10	0.00	0.05	0.05
LOUISIANA	0.03	0.00	0.00	0.51
MAINE	0.05	0.00	0.05	0.00
MARYLAND	0.19	0.00	0.03	0.00
MASSACHUSETTS	0.03	0.00	0.03	0.00
MICHIGAN	0.17	0.00	0.00	0.00
MINNESOTA	0.19	0.00	0.09	0.22
MISSISSIPPI	0.06	0.00	0.00	0.11
MISSOURI	0.03	0.00	0.03	0.00
MONTANA	0.05	0.01	0.04	0.00
NEBRASKA	0.04	0.02	0.09	0.19
NEVADA	0.12	0.00	0.14	0.00
NEW HAMPSHIRE	0.40	0.00	0.00	0.40
NEW JERSEY	0.07	0.00	0.00	0.00
NEW MEXICO	0.02	0.01	0.05	0.12
NEW YORK	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.02	0.00	0.02	0.03
NORTH DAKOTA	0.04	0.00	0.00	0.04
OHIO	0.09	0.00	0.04	0.00
OKLAHOMA	0.07	0.00	0.04	0.00
OREGON	0.36	0.02	0.04	0.00
PENNSYLVANIA	0.27	0.00	0.08	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.06	0.00	0.00	0.00
SOUTH DAKOTA	0.07	0.00	0.04	0.00
TENNESSEE	0.03	0.00	0.00	0.06
TEXAS	0.12	0.00	0.02	0.00
UTAH	0.04	0.02	0.03	0.14
VERMONT	0.16	0.00	0.00	0.31
VIRGINIA	0.07	0.00	0.00	0.18
WASHINGTON	0.09	0.00	0.06	0.48
WEST VIRGINIA	0.13	0.00	0.00	0.00
WISCONSIN	0.07	0.00	0.04	0.01
WYOMING	0.00	0.00	0.12	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.08	0.00	0.04	0.06

Please see data notes for an explanation of individual state differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

ASIAN/PACIFIC ISLANDER

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	2.96	1.03	0.86	0.41	0.08
ALASKA	6.26	3.14	1.32	0.60	0.12
ARIZONA	3.75	1.53	1.04	0.36	0.13
ARKANSAS	3.55	1.31	1.06	0.44	0.00
CALIFORNIA	3.47	1.43	1.09	0.33	0.06
COLORADO	4.44	1.56	1.20	0.30	0.41
CONNECTICUT	3.40	1.06	1.13	0.22	0.14
DELAWARE	2.59	0.96	0.72	0.39	0.09
DISTRICT OF COLUMBIA	1.17	0.55	0.14	0.07	0.03
FLORIDA	4.02	1.39	1.58	0.46	0.14
GEORGIA	3.26	0.77	1.29	0.47	0.23
HAWAII	9.95	4.84	1.05	1.21	1.52
IDAHO	5.01	2.22	1.03	0.46	0.07
ILLINOIS	3.07	1.13	0.95	0.45	0.19
INDIANA	2.86	0.82	0.88	0.49	0.13
IOWA	5.38	2.57	0.53	1.35	0.56
KANSAS	3.54	1.41	0.99	0.39	0.11
KENTUCKY	2.76	0.60	0.93	0.42	0.16
LOUISIANA	2.63	0.63	1.05	0.32	0.10
MAINE	4.84	1.43	1.99	0.11	0.23
MARYLAND	3.61	0.92	1.35	0.22	0.12
MASSACHUSETTS	3.47	2.13	0.51	0.34	0.30
MICHIGAN	10.00	4.10	2.56	0.92	0.71
MINNESOTA	5.94	2.43	1.30	0.68	0.36
MISSISSIPPI	2.87	0.96	1.06	0.36	0.02
MISSOURI	3.39	1.25	1.10	0.39	0.06
MONTANA	7.64	3.18	2.26	0.71	0.35
NEBRASKA	6.08	2.21	2.08	0.61	0.22
NEVADA	4.62	2.30	1.08	0.42	0.17
NEW HAMPSHIRE	2.69	0.98	0.68	0.27	0.14
NEW JERSEY	4.37	1.62	1.59	0.18	0.12
NEW MEXICO	5.86	2.96	1.53	0.31	0.22
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	3.27	1.30	0.87	0.45	0.07
NORTH DAKOTA	7.35	2.49	2.83	0.90	0.11
OHIO	3.35	1.06	0.99	0.46	0.09
OKLAHOMA	12.63	7.46	2.45	1.07	0.37
OREGON	4.29	1.39	1.44	0.39	0.16
PENNSYLVANIA	2.69	1.13	0.67	0.36	0.13
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.95	2.47	0.47	0.43	0.19
SOUTH CAROLINA	3.28	0.94	1.28	0.48	0.17
SOUTH DAKOTA	7.32	3.00	2.08	0.92	0.08
TENNESSEE	3.45	1.22	1.02	0.40	0.11
TEXAS	3.15	1.17	0.88	0.26	0.10
UTAH	5.93	3.25	1.19	0.47	0.36
VERMONT	8.73	3.33	1.40	1.00	1.40
VIRGINIA	5.33	2.91	1.00	0.46	0.17
WASHINGTON	4.78	2.04	0.98	0.36	0.11
WEST VIRGINIA	3.32	1.08	1.48	0.31	0.04
WISCONSIN	6.49	2.91	1.45	0.91	0.33
WYOMING	6.11	1.89	2.04	1.31	0.15
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	3.97	1.68	1.02	0.40	0.21

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

ASIAN/PACIFIC ISLANDER

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.07	0.10	0.03	0.18	0.01
ALASKA	0.23	0.26	0.04	0.35	0.04
ARIZONA	0.14	0.22	0.08	0.08	0.03
ARKANSAS	0.17	0.12	0.00	0.25	0.04
CALIFORNIA	0.05	0.11	0.10	0.09	0.04
COLORADO	0.35	0.17	0.32	0.00	0.04
CONNECTICUT	0.20	0.15	0.04	0.25	0.05
DELAWARE	0.00	0.18	0.15	0.00	0.03
DISTRICT OF COLUMBIA	0.17	0.00	0.00	0.07	0.00
FLORIDA	0.00	0.09	0.08	0.10	0.03
GEORGIA	0.00	0.08	0.06	0.21	0.03
HAWAII	0.12	0.17	0.06	0.60	0.03
IDAHO	0.07	0.27	0.03	0.30	0.07
ILLINOIS	0.00	0.09	0.06	0.06	0.02
INDIANA	0.06	0.12	0.09	0.11	0.02
IOWA	0.04	0.18	0.06	0.02	0.03
KANSAS	0.17	0.09	0.02	0.19	0.03
KENTUCKY	0.18	0.03	0.03	0.16	0.01
LOUISIANA	0.06	0.07	0.10	0.12	0.02
MAINE	0.38	0.04	0.00	0.34	0.08
MARYLAND	0.43	0.12	0.02	0.20	0.04
MASSACHUSETTS	0.06	0.03	0.02	0.03	0.01
MICHIGAN	0.17	0.24	0.77	0.00	0.08
MINNESOTA	0.00	0.46	0.15	0.26	0.06
MISSISSIPPI	0.06	0.08	0.13	0.00	0.04
MISSOURI	0.06	0.08	0.08	0.14	0.03
MONTANA	0.14	0.28	0.00	0.42	0.00
NEBRASKA	0.05	0.29	0.14	0.20	0.11
NEVADA	0.14	0.16	0.05	0.12	0.02
NEW HAMPSHIRE	0.08	0.11	0.00	0.33	0.03
NEW JERSEY	0.42	0.09	0.02	0.12	0.02
NEW MEXICO	0.14	0.17	0.10	0.14	0.02
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.06	0.12	0.05	0.17	0.01
NORTH DAKOTA	0.00	0.45	0.11	0.23	0.11
OHIO	0.30	0.09	0.07	0.14	0.05
OKLAHOMA	0.31	0.19	0.15	0.38	0.07
OREGON	0.00	0.19	0.12	0.27	0.03
PENNSYLVANIA	0.04	0.09	0.04	0.03	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.03	0.13	0.00	0.20	0.01
SOUTH CAROLINA	0.00	0.14	0.07	0.08	0.02
SOUTH DAKOTA	0.25	0.42	0.33	0.17	0.08
TENNESSEE	0.12	0.13	0.04	0.15	0.05
TEXAS	0.09	0.10	0.06	0.24	0.04
UTAH	0.21	0.10	0.02	0.10	0.05
VERMONT	0.07	0.13	0.07	0.73	0.07
VIRGINIA	0.13	0.10	0.06	0.23	0.03
WASHINGTON	0.15	0.13	0.06	0.59	0.03
WEST VIRGINIA	0.00	0.13	0.00	0.04	0.00
WISCONSIN	0.00	0.33	0.11	0.24	0.05
WYOMING	0.00	0.00	0.00	0.58	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.09	0.12	0.08	0.16	0.03

Please see data notes for an explanation of individual state differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

ASIAN/PACIFIC ISLANDER

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.14	0.00	0.03	0.03
ALASKA	0.13	0.00	0.01	0.01
ARIZONA	0.12	0.01	0.01	0.00
ARKANSAS	0.13	0.00	0.02	0.00
CALIFORNIA	0.16	0.00	0.01	0.00
COLORADO	0.08	0.00	0.01	0.00
CONNECTICUT	0.15	0.01	0.00	0.00
DELAWARE	0.06	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.07	0.03	0.03	0.00
FLORIDA	0.15	0.00	0.01	0.00
GEORGIA	0.10	0.00	0.02	0.00
HAWAII	0.12	0.00	0.03	0.18
IDAHO	0.23	0.00	0.03	0.23
ILLINOIS	0.11	0.00	0.01	0.00
INDIANA	0.11	0.01	0.02	0.00
IOWA	0.04	0.00	0.00	0.00
KANSAS	0.08	0.01	0.01	0.04
KENTUCKY	0.13	0.00	0.00	0.09
LOUISIANA	0.08	0.00	0.01	0.07
MAINE	0.19	0.00	0.08	0.00
MARYLAND	0.16	0.00	0.02	0.00
MASSACHUSETTS	0.01	0.00	0.01	0.00
MICHIGAN	0.44	0.00	0.00	0.01
MINNESOTA	0.17	0.01	0.02	0.04
MISSISSIPPI	0.02	0.00	0.02	0.11
MISSOURI	0.17	0.00	0.03	0.00
MONTANA	0.21	0.00	0.07	0.00
NEBRASKA	0.14	0.00	0.04	0.00
NEVADA	0.11	0.00	0.02	0.00
NEW HAMPSHIRE	0.03	0.00	0.00	0.05
NEW JERSEY	0.20	0.00	0.00	0.00
NEW MEXICO	0.07	0.02	0.07	0.10
NEW YORK	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.12	0.00	0.02	0.02
NORTH DAKOTA	0.00	0.00	0.00	0.11
OHIO	0.09	0.00	0.01	0.00
OKLAHOMA	0.16	0.00	0.02	0.00
OREGON	0.26	0.01	0.03	0.00
PENNSYLVANIA	0.12	0.00	0.03	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.03	0.00	0.00	0.00
SOUTH CAROLINA	0.10	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00
TENNESSEE	0.07	0.00	0.01	0.11
TEXAS	0.18	0.00	0.01	0.00
UTAH	0.10	0.01	0.04	0.03
VERMONT	0.13	0.00	0.07	0.33
VIRGINIA	0.15	0.00	0.01	0.10
WASHINGTON	0.13	0.00	0.01	0.19
WEST VIRGINIA	0.18	0.04	0.00	0.00
WISCONSIN	0.12	0.00	0.03	0.01
WYOMING	0.00	0.00	0.15	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.14	0.00	0.01	0.02

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

BLACK

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.69	4.50	1.76	3.98	0.58
ALASKA	14.12	8.93	2.04	0.72	0.89
ARIZONA	11.83	6.75	1.56	1.36	1.14
ARKANSAS	10.89	4.07	1.46	4.08	0.08
CALIFORNIA	12.01	7.88	1.58	0.69	0.87
COLORADO	12.45	5.78	2.01	0.92	2.04
CONNECTICUT	12.70	5.84	1.82	1.31	1.99
DELAWARE	14.09	8.98	0.78	2.45	0.71
DISTRICT OF COLUMBIA	11.68	5.77	1.05	1.62	2.25
FLORIDA	14.20	5.82	2.86	2.78	2.10
GEORGIA	9.05	2.21	1.58	2.80	1.61
HAWAII	7.67	3.72	0.81	0.94	1.17
IDAHO	12.30	6.67	1.72	0.82	0.69
ILLINOIS	11.79	5.42	1.66	2.12	1.97
INDIANA	12.31	4.17	1.82	4.12	1.47
IOWA	20.43	8.97	0.62	5.41	4.80
KANSAS	13.01	5.15	1.82	2.33	1.46
KENTUCKY	12.95	3.09	2.36	3.24	1.90
LOUISIANA	10.50	4.53	1.82	1.87	0.82
MAINE	14.33	5.78	2.91	0.47	1.33
MARYLAND	10.51	4.45	2.19	1.05	1.19
MASSACHUSETTS	16.37	10.06	2.42	1.61	1.43
MICHIGAN	9.71	4.32	1.57	2.02	0.93
MINNESOTA	16.11	6.69	1.68	1.95	4.11
MISSISSIPPI	9.43	5.04	2.08	1.37	0.09
MISSOURI	13.42	7.13	1.73	2.12	1.47
MONTANA	36.34	21.99	5.21	3.36	2.31
NEBRASKA	14.25	4.49	2.34	3.23	2.51
NEVADA	14.26	9.82	1.45	1.01	0.92
NEW HAMPSHIRE	10.17	4.08	1.84	0.73	1.10
NEW JERSEY	14.82	8.04	1.78	0.73	1.55
NEW MEXICO	17.93	10.93	2.52	0.79	1.89
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	12.03	4.23	1.69	3.58	1.12
NORTH DAKOTA	10.81	3.85	2.44	1.70	1.63
OHIO	11.24	3.09	1.38	4.26	1.24
OKLAHOMA	13.87	7.90	1.46	2.64	0.87
OREGON	14.62	6.25	3.15	1.46	1.68
PENNSYLVANIA	10.17	5.32	1.28	1.61	1.37
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	13.58	8.27	1.54	1.06	1.84
SOUTH CAROLINA	13.30	5.40	2.62	3.51	0.98
SOUTH DAKOTA	14.69	8.04	2.34	1.39	0.88
TENNESSEE	10.71	4.67	1.74	2.66	0.35
TEXAS	12.18	6.97	1.41	1.12	1.14
UTAH	13.93	7.98	1.71	0.98	2.28
VERMONT	11.12	4.28	1.81	1.24	1.81
VIRGINIA	11.59	5.08	1.47	1.80	1.21
WASHINGTON	14.27	7.48	1.39	1.16	1.13
WEST VIRGINIA	14.73	6.00	2.37	3.87	1.25
WISCONSIN	14.99	6.14	1.58	2.73	2.40
WYOMING	14.88	6.99	4.08	0.73	2.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	10.89	4.92	1.65	2.06	1.17

Please see data notes for an explanation of individual state differences.

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Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

BLACK

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.11	0.05	0.28	0.05
ALASKA	0.25	0.15	0.03	0.76	0.04
ARIZONA	0.31	0.13	0.07	0.20	0.06
ARKANSAS	0.21	0.09	0.02	0.70	0.03
CALIFORNIA	0.11	0.12	0.16	0.31	0.06
COLORADO	0.43	0.16	0.89	0.00	0.05
CONNECTICUT	0.46	0.10	0.03	0.89	0.07
DELAWARE	0.00	0.15	0.81	0.00	0.03
DISTRICT OF COLUMBIA	0.45	0.07	0.10	0.18	0.02
FLORIDA	0.00	0.11	0.13	0.22	0.04
GEORGIA	0.00	0.09	0.04	0.55	0.03
HAWAII	0.11	0.14	0.04	0.46	0.03
IDAHO	0.14	0.07	0.07	0.62	0.14
ILLINOIS	0.00	0.12	0.11	0.16	0.04
INDIANA	0.09	0.12	0.05	0.17	0.07
IOWA	0.03	0.12	0.14	0.07	0.02
KANSAS	0.56	0.11	0.06	1.06	0.05
KENTUCKY	0.35	0.08	0.05	1.00	0.03
LOUISIANA	0.10	0.13	0.11	0.62	0.04
MAINE	1.80	0.17	0.13	1.54	0.04
MARYLAND	0.58	0.10	0.05	0.62	0.06
MASSACHUSETTS	0.30	0.15	0.10	0.13	0.07
MICHIGAN	0.15	0.14	0.35	0.00	0.05
MINNESOTA	0.00	0.18	0.12	0.77	0.06
MISSISSIPPI	0.08	0.10	0.22	0.00	0.04
MISSOURI	0.08	0.11	0.06	0.51	0.03
MONTANA	0.93	0.23	0.35	1.50	0.00
NEBRASKA	0.09	0.20	0.08	1.11	0.04
NEVADA	0.26	0.10	0.07	0.41	0.05
NEW HAMPSHIRE	0.08	0.08	0.04	1.76	0.08
NEW JERSEY	2.08	0.09	0.03	0.34	0.02
NEW MEXICO	0.42	0.16	0.09	0.70	0.06
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.11	0.13	0.05	0.78	0.04
NORTH DAKOTA	0.00	0.07	0.00	0.52	0.07
OHIO	0.73	0.11	0.11	0.15	0.06
OKLAHOMA	0.26	0.08	0.03	0.42	0.03
OREGON	0.00	0.09	0.10	1.38	0.03
PENNSYLVANIA	0.08	0.10	0.09	0.04	0.07
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.04	0.07	0.03	0.55	0.04
SOUTH CAROLINA	0.03	0.14	0.08	0.34	0.04
SOUTH DAKOTA	1.02	0.07	0.15	0.58	0.00
TENNESSEE	0.14	0.12	0.08	0.56	0.06
TEXAS	0.23	0.12	0.10	0.84	0.05
UTAH	0.32	0.00	0.02	0.35	0.00
VERMONT	0.10	0.19	0.10	0.95	0.00
VIRGINIA	0.17	0.10	0.04	0.81	0.03
WASHINGTON	0.31	0.14	0.09	1.88	0.03
WEST VIRGINIA	0.00	0.13	0.04	0.80	0.05
WISCONSIN	0.00	0.13	0.26	1.43	0.04
WYOMING	0.09	0.00	0.00	0.73	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.21	0.10	0.10	0.41	0.04

Please see data notes for an explanation of individual state differences.
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Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

BLACK

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.09	0.00	0.02	0.09
ALASKA	0.24	0.00	0.06	0.00
ARIZONA	0.19	0.00	0.05	0.00
ARKANSAS	0.12	0.01	0.02	0.00
CALIFORNIA	0.20	0.00	0.02	0.00
COLORADO	0.09	0.01	0.06	0.00
CONNECTICUT	0.16	0.01	0.01	0.00
DELAWARE	0.16	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.12	0.01	0.03	0.02
FLORIDA	0.12	0.00	0.02	0.00
GEORGIA	0.11	0.00	0.02	0.00
HAWAII	0.10	0.00	0.01	0.14
IDAHO	0.07	0.00	0.07	1.24
ILLINOIS	0.15	0.00	0.04	0.00
INDIANA	0.18	0.00	0.03	0.00
IOWA	0.17	0.00	0.08	0.00
KANSAS	0.15	0.00	0.06	0.20
KENTUCKY	0.12	0.00	0.03	0.70
LOUISIANA	0.13	0.00	0.03	0.29
MAINE	0.04	0.00	0.13	0.00
MARYLAND	0.19	0.00	0.03	0.00
MASSACHUSETTS	0.06	0.01	0.03	0.00
MICHIGAN	0.17	0.00	0.00	0.00
MINNESOTA	0.32	0.01	0.05	0.18
MISSISSIPPI	0.07	0.00	0.02	0.32
MISSOURI	0.15	0.00	0.03	0.00
MONTANA	0.46	0.00	0.00	0.00
NEBRASKA	0.12	0.00	0.04	0.00
NEVADA	0.11	0.00	0.06	0.00
NEW HAMPSHIRE	0.12	0.00	0.00	0.24
NEW JERSEY	0.16	0.00	0.01	0.00
NEW MEXICO	0.08	0.00	0.12	0.16
NEW YORK	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.20	0.00	0.03	0.05
NORTH DAKOTA	0.30	0.00	0.00	0.22
OHIO	0.09	0.00	0.01	0.00
OKLAHOMA	0.13	0.00	0.04	0.00
OREGON	0.36	0.01	0.11	0.00
PENNSYLVANIA	0.18	0.00	0.03	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.12	0.00	0.04	0.00
SOUTH CAROLINA	0.13	0.00	0.01	0.01
SOUTH DAKOTA	0.15	0.00	0.07	0.00
TENNESSEE	0.10	0.00	0.02	0.23
TEXAS	0.16	0.00	0.02	0.00
UTAH	0.18	0.02	0.04	0.04
VERMONT	0.10	0.00	0.10	0.48
VIRGINIA	0.16	0.00	0.02	0.71
WASHINGTON	0.20	0.00	0.04	0.43
WEST VIRGINIA	0.16	0.00	0.07	0.00
WISCONSIN	0.22	0.00	0.06	0.00
WYOMING	0.18	0.00	0.09	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.14	0.00	0.02	0.07

Please see data notes for an explanation of individual state differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

HISPANIC

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	2.83	1.64	0.37	0.41	0.10
ALASKA	6.15	3.84	1.03	0.40	0.19
ARIZONA	6.79	4.26	1.11	0.68	0.21
ARKANSAS	4.19	2.42	0.77	0.53	0.02
CALIFORNIA	7.06	4.48	1.40	0.46	0.13
COLORADO	7.00	3.70	1.35	0.46	0.62
CONNECTICUT	10.03	4.90	1.63	0.81	1.37
DELAWARE	7.38	4.71	0.66	1.20	0.13
DISTRICT OF COLUMBIA	4.75	2.66	0.74	0.39	0.43
FLORIDA	8.05	4.52	1.60	0.85	0.57
GEORGIA	3.56	1.45	0.93	0.59	0.26
HAWAII	2.45	1.19	0.26	0.30	0.37
IDAHO	8.20	4.73	1.36	0.86	0.10
ILLINOIS	6.07	3.76	0.86	0.63	0.48
INDIANA	4.57	2.03	1.12	0.87	0.23
IOWA	7.68	3.98	0.45	1.93	1.07
KANSAS	6.15	3.02	1.15	0.80	0.30
KENTUCKY	2.56	0.84	0.55	0.42	0.18
LOUISIANA	2.82	1.12	0.84	0.23	0.16
MAINE	4.99	2.01	1.29	0.16	0.53
MARYLAND	6.80	3.08	2.18	0.23	0.29
MASSACHUSETTS	11.87	7.29	1.75	1.17	1.03
MICHIGAN	5.50	3.15	0.94	0.57	0.37
MINNESOTA	6.93	3.22	1.02	0.73	0.94
MISSISSIPPI	1.95	0.96	0.62	0.11	0.04
MISSOURI	3.75	2.09	0.74	0.38	0.19
MONTANA	2.49	1.33	0.30	0.21	0.19
NEBRASKA	7.94	3.52	1.92	1.60	0.24
NEVADA	6.01	4.08	0.99	0.35	0.11
NEW HAMPSHIRE	6.27	2.79	1.53	0.43	0.47
NEW JERSEY	9.91	5.72	1.71	0.43	0.65
NEW MEXICO	10.77	6.66	2.00	0.48	0.60
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	2.95	1.54	0.51	0.50	0.08
NORTH DAKOTA	7.70	3.45	2.16	0.77	0.92
OHIO	5.43	2.24	0.84	1.34	0.35
OKLAHOMA	3.77	2.37	0.52	0.52	0.09
OREGON	6.51	3.52	1.70	0.45	0.20
PENNSYLVANIA	7.94	4.90	0.79	1.06	0.77
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	10.75	7.07	1.39	0.81	0.84
SOUTH CAROLINA	3.21	1.63	0.85	0.30	0.15
SOUTH DAKOTA	5.19	2.68	0.85	0.52	0.38
TENNESSEE	2.89	1.55	0.66	0.22	0.07
TEXAS	8.26	5.22	1.23	0.44	0.46
UTAH	7.14	4.60	1.05	0.49	0.45
VERMONT	2.83	1.10	0.47	0.31	0.47
VIRGINIA	9.76	5.65	1.34	0.70	0.65
WASHINGTON	7.41	4.16	0.99	0.63	0.17
WEST VIRGINIA	3.52	1.91	0.72	0.42	0.08
WISCONSIN	6.66	3.35	1.05	0.89	0.69
WYOMING	8.20	4.37	1.96	0.51	0.56
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	6.81	4.14	1.20	0.51	0.32

Please see data notes for an explanation of individual state differences.
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Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

HISPANIC

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.04	0.04	0.02	0.13	0.02
ALASKA	0.08	0.12	0.01	0.34	0.01
ARIZONA	0.17	0.13	0.04	0.08	0.03
ARKANSAS	0.06	0.06	0.01	0.23	0.04
CALIFORNIA	0.06	0.12	0.14	0.14	0.04
COLORADO	0.28	0.14	0.37	0.00	0.03
CONNECTICUT	0.44	0.12	0.02	0.59	0.04
DELAWARE	0.00	0.18	0.39	0.00	0.01
DISTRICT OF COLUMBIA	0.20	0.12	0.05	0.11	0.00
FLORIDA	0.00	0.10	0.11	0.15	0.03
GEORGIA	0.00	0.06	0.03	0.19	0.01
HAWAII	0.03	0.04	0.01	0.15	0.01
IDAHO	0.13	0.12	0.03	0.16	0.02
ILLINOIS	0.00	0.11	0.07	0.06	0.02
INDIANA	0.05	0.07	0.06	0.05	0.02
IOWA	0.03	0.08	0.05	0.01	0.02
KANSAS	0.17	0.08	0.03	0.39	0.03
KENTUCKY	0.09	0.05	0.04	0.19	0.01
LOUISIANA	0.04	0.06	0.04	0.22	0.01
MAINE	0.31	0.09	0.03	0.53	0.00
MARYLAND	0.52	0.09	0.03	0.24	0.02
MASSACHUSETTS	0.22	0.11	0.07	0.10	0.05
MICHIGAN	0.07	0.09	0.24	0.00	0.02
MINNESOTA	0.00	0.18	0.08	0.44	0.04
MISSISSIPPI	0.02	0.04	0.04	0.00	0.01
MISSOURI	0.02	0.05	0.02	0.16	0.01
MONTANA	0.13	0.05	0.03	0.24	0.00
NEBRASKA	0.06	0.12	0.07	0.27	0.03
NEVADA	0.13	0.10	0.05	0.12	0.03
NEW HAMPSHIRE	0.11	0.08	0.02	0.66	0.05
NEW JERSEY	0.98	0.09	0.02	0.18	0.02
NEW MEXICO	0.21	0.11	0.06	0.37	0.04
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.03	0.08	0.01	0.12	0.01
NORTH DAKOTA	0.00	0.04	0.04	0.18	0.00
OHIO	0.32	0.08	0.06	0.12	0.03
OKLAHOMA	0.08	0.06	0.02	0.06	0.01
OREGON	0.00	0.13	0.06	0.28	0.04
PENNSYLVANIA	0.08	0.12	0.05	0.04	0.03
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.12	0.11	0.02	0.31	0.02
SOUTH CAROLINA	0.02	0.09	0.01	0.10	0.00
SOUTH DAKOTA	0.25	0.00	0.03	0.25	0.08
TENNESSEE	0.03	0.06	0.04	0.13	0.02
TEXAS	0.18	0.11	0.11	0.40	0.04
UTAH	0.16	0.10	0.03	0.10	0.03
VERMONT	0.00	0.05	0.00	0.26	0.00
VIRGINIA	0.15	0.11	0.04	0.56	0.03
WASHINGTON	0.15	0.13	0.06	0.62	0.02
WEST VIRGINIA	0.00	0.06	0.03	0.17	0.00
WISCONSIN	0.00	0.10	0.13	0.35	0.01
WYOMING	0.03	0.13	0.10	0.47	0.03
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.12	0.10	0.10	0.19	0.03

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

HISPANIC

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.02	0.00	0.01	0.02
ALASKA	0.07	0.00	0.04	0.00
ARIZONA	0.05	0.00	0.02	0.00
ARKANSAS	0.02	0.00	0.02	0.00
CALIFORNIA	0.07	0.00	0.01	0.00
COLORADO	0.02	0.01	0.03	0.00
CONNECTICUT	0.08	0.01	0.02	0.00
DELAWARE	0.06	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.05	0.01	0.01	0.00
FLORIDA	0.12	0.00	0.01	0.00
GEORGIA	0.03	0.00	0.01	0.00
HAWAII	0.03	0.00	0.01	0.04
IDAHO	0.03	0.00	0.03	0.61
ILLINOIS	0.06	0.00	0.02	0.00
INDIANA	0.06	0.00	0.02	0.00
IOWA	0.04	0.00	0.02	0.00
KANSAS	0.05	0.00	0.02	0.09
KENTUCKY	0.05	0.00	0.01	0.13
LOUISIANA	0.05	0.00	0.01	0.04
MAINE	0.03	0.00	0.00	0.00
MARYLAND	0.09	0.00	0.02	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.06	0.00	0.00	0.00
MINNESOTA	0.11	0.00	0.02	0.13
MISSISSIPPI	0.02	0.00	0.00	0.09
MISSOURI	0.07	0.00	0.01	0.00
MONTANA	0.02	0.00	0.00	0.00
NEBRASKA	0.04	0.00	0.04	0.03
NEVADA	0.04	0.00	0.02	0.00
NEW HAMPSHIRE	0.00	0.00	0.02	0.14
NEW JERSEY	0.10	0.00	0.00	0.00
NEW MEXICO	0.03	0.00	0.05	0.16
NEW YORK	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.04	0.00	0.01	0.02
NORTH DAKOTA	0.00	0.04	0.07	0.04
OHIO	0.03	0.00	0.01	0.00
OKLAHOMA	0.03	0.00	0.00	0.00
OREGON	0.10	0.00	0.04	0.00
PENNSYLVANIA	0.08	0.00	0.02	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.04	0.00	0.02	0.00
SOUTH CAROLINA	0.05	0.00	0.00	0.00
SOUTH DAKOTA	0.11	0.00	0.05	0.00
TENNESSEE	0.03	0.00	0.01	0.07
TEXAS	0.06	0.00	0.01	0.00
UTAH	0.04	0.01	0.04	0.04
VERMONT	0.05	0.00	0.00	0.10
VIRGINIA	0.11	0.00	0.02	0.41
WASHINGTON	0.05	0.00	0.02	0.39
WEST VIRGINIA	0.11	0.00	0.03	0.00
WISCONSIN	0.06	0.00	0.04	0.00
WYOMING	0.02	0.00	0.03	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.06	0.00	0.01	0.02

Please see data notes for an explanation of individual state differences.

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Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

WHITE

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	7.85	3.98	1.49	1.02	0.43
ALASKA	8.33	4.82	1.63	0.35	0.44
ARIZONA	7.11	3.92	1.36	0.48	0.57
ARKANSAS	8.20	3.61	1.62	1.39	0.08
CALIFORNIA	7.38	3.96	1.77	0.38	0.37
COLORADO	6.87	3.26	1.30	0.28	0.90
CONNECTICUT	8.50	3.87	1.68	0.33	0.79
DELAWARE	6.70	3.81	1.01	0.69	0.29
DISTRICT OF COLUMBIA	1.39	0.93	0.16	0.03	0.08
FLORIDA	9.71	4.96	2.32	0.75	0.99
GEORGIA	7.98	2.87	1.85	0.94	1.17
HAWAII	6.55	3.19	0.69	0.80	1.00
IDAHO	7.47	4.24	1.23	0.53	0.26
ILLINOIS	9.64	4.84	2.36	0.72	0.98
INDIANA	9.88	4.27	2.68	1.25	0.81
IOWA	9.46	4.83	0.62	2.32	1.35
KANSAS	8.26	3.66	1.68	0.73	0.63
KENTUCKY	8.32	2.20	1.97	1.89	0.53
LOUISIANA	6.27	2.39	1.68	0.56	0.26
MAINE	11.44	4.75	2.72	0.38	1.34
MARYLAND	7.91	3.53	1.92	0.34	0.60
MASSACHUSETTS	10.67	6.56	1.58	1.05	0.93
MICHIGAN	8.46	4.00	1.76	0.83	0.81
MINNESOTA	7.97	3.11	1.39	0.80	1.36
MISSISSIPPI	6.50	2.88	2.49	0.36	0.11
MISSOURI	9.31	4.83	2.11	0.77	0.59
MONTANA	7.60	4.03	1.52	0.52	0.46
NEBRASKA	9.20	3.84	2.38	1.31	0.54
NEVADA	7.92	4.76	1.44	0.33	0.50
NEW HAMPSHIRE	9.97	4.83	1.98	0.35	0.92
NEW JERSEY	11.64	6.28	2.82	0.20	0.65
NEW MEXICO	9.53	5.36	1.76	0.30	0.76
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	8.00	3.82	1.59	0.90	0.41
NORTH DAKOTA	7.55	3.42	2.08	0.72	0.63
OHIO	8.05	3.36	1.51	1.62	0.48
OKLAHOMA	9.02	4.97	1.78	0.81	0.50
OREGON	9.16	4.62	1.99	0.56	0.64
PENNSYLVANIA	7.90	4.44	1.38	0.91	0.65
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	12.17	6.55	2.35	0.42	1.08
SOUTH CAROLINA	8.49	4.30	2.12	0.85	0.46
SOUTH DAKOTA	7.30	3.67	1.67	0.73	0.36
TENNESSEE	8.93	4.32	2.09	0.76	0.27
TEXAS	8.40	4.33	1.49	0.34	0.76
UTAH	7.29	4.17	1.38	0.48	0.53
VERMONT	9.40	3.58	1.50	1.00	1.55
VIRGINIA	9.27	4.65	1.52	0.62	0.73
WASHINGTON	7.61	3.48	1.17	0.42	0.35
WEST VIRGINIA	11.72	4.97	2.92	2.38	0.53
WISCONSIN	8.23	3.98	1.36	0.87	1.21
WYOMING	9.27	4.61	2.15	0.52	0.77
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.06	3.94	1.68	0.75	0.65

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Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17
Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

WHITE

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.12	0.09	0.06	0.45	0.04
ALASKA	0.23	0.10	0.04	0.52	0.02
ARIZONA	0.21	0.10	0.07	0.20	0.05
ARKANSAS	0.17	0.10	0.03	1.02	0.03
CALIFORNIA	0.07	0.10	0.15	0.34	0.05
COLORADO	0.30	0.11	0.61	0.00	0.03
CONNECTICUT	0.25	0.10	0.03	1.21	0.04
DELAWARE	0.00	0.11	0.60	0.00	0.03
DISTRICT OF COLUMBIA	0.09	0.05	0.00	0.02	0.00
FLORIDA	0.00	0.09	0.14	0.30	0.03
GEORGIA	0.00	0.07	0.05	0.88	0.03
HAWAII	0.08	0.11	0.04	0.40	0.02
IDAHO	0.15	0.08	0.03	0.38	0.03
ILLINOIS	0.00	0.12	0.10	0.36	0.04
INDIANA	0.09	0.12	0.10	0.28	0.05
IOWA	0.04	0.08	0.10	0.02	0.02
KANSAS	0.30	0.09	0.08	0.84	0.03
KENTUCKY	0.26	0.07	0.05	0.73	0.05
LOUISIANA	0.08	0.11	0.13	0.78	0.04
MAINE	0.98	0.09	0.03	0.92	0.03
MARYLAND	0.48	0.10	0.04	0.69	0.04
MASSACHUSETTS	0.19	0.10	0.06	0.09	0.04
MICHIGAN	0.12	0.12	0.61	0.00	0.03
MINNESOTA	0.00	0.14	0.13	0.67	0.03
MISSISSIPPI	0.06	0.07	0.26	0.00	0.03
MISSOURI	0.07	0.09	0.05	0.61	0.03
MONTANA	0.25	0.09	0.03	0.55	0.03
NEBRASKA	0.09	0.14	0.11	0.57	0.05
NEVADA	0.14	0.09	0.07	0.42	0.03
NEW HAMPSHIRE	0.14	0.09	0.05	1.30	0.05
NEW JERSEY	0.91	0.08	0.04	0.46	0.02
NEW MEXICO	0.24	0.11	0.07	0.62	0.04
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.10	0.11	0.07	0.80	0.04
NORTH DAKOTA	0.00	0.08	0.08	0.39	0.03
OHIO	0.48	0.09	0.08	0.27	0.04
OKLAHOMA	0.19	0.10	0.06	0.46	0.05
OREGON	0.00	0.13	0.10	0.67	0.04
PENNSYLVANIA	0.07	0.10	0.04	0.09	0.04
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.14	0.10	0.06	1.27	0.03
SOUTH CAROLINA	0.02	0.10	0.09	0.42	0.03
SOUTH DAKOTA	0.27	0.07	0.05	0.31	0.02
TENNESSEE	0.14	0.10	0.09	0.77	0.06
TEXAS	0.13	0.10	0.10	0.94	0.05
UTAH	0.19	0.09	0.03	0.19	0.04
VERMONT	0.08	0.15	0.08	0.85	0.04
VIRGINIA	0.15	0.08	0.05	0.97	0.03
WASHINGTON	0.20	0.10	0.06	1.40	0.02
WEST VIRGINIA	0.00	0.10	0.05	0.60	0.06
WISCONSIN	0.00	0.10	0.09	0.42	0.03
WYOMING	0.03	0.14	0.12	0.75	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.15	0.09	0.11	0.47	0.04

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA17

Percentage (Based on 2000 Census Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 2000-01 School Year

WHITE

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.03	0.06
ALASKA	0.13	0.00	0.04	0.00
ARIZONA	0.12	0.00	0.03	0.00
ARKANSAS	0.11	0.00	0.03	0.00
CALIFORNIA	0.17	0.00	0.02	0.00
COLORADO	0.05	0.01	0.02	0.00
CONNECTICUT	0.19	0.01	0.01	0.00
DELAWARE	0.15	0.02	0.00	0.00
DISTRICT OF COLUMBIA	0.01	0.00	0.00	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.10	0.00	0.02	0.00
HAWAII	0.08	0.00	0.02	0.12
IDAHO	0.09	0.00	0.04	0.38
ILLINOIS	0.11	0.00	0.02	0.00
INDIANA	0.19	0.00	0.03	0.00
IOWA	0.08	0.00	0.02	0.00
KANSAS	0.10	0.00	0.03	0.09
KENTUCKY	0.09	0.00	0.02	0.45
LOUISIANA	0.08	0.00	0.02	0.12
MAINE	0.16	0.00	0.04	0.00
MARYLAND	0.15	0.00	0.02	0.00
MASSACHUSETTS	0.04	0.00	0.02	0.00
MICHIGAN	0.17	0.00	0.00	0.00
MINNESOTA	0.21	0.00	0.03	0.10
MISSISSIPPI	0.04	0.00	0.02	0.19
MISSOURI	0.12	0.00	0.03	0.00
MONTANA	0.08	0.01	0.03	0.00
NEBRASKA	0.08	0.00	0.05	0.03
NEVADA	0.11	0.00	0.03	0.00
NEW HAMPSHIRE	0.12	0.00	0.02	0.12
NEW JERSEY	0.18	0.00	0.00	0.00
NEW MEXICO	0.08	0.00	0.04	0.14
NEW YORK	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.12	0.00	0.02	0.03
NORTH DAKOTA	0.08	0.00	0.02	0.03
OHIO	0.09	0.00	0.02	0.00
OKLAHOMA	0.08	0.00	0.03	0.00
OREGON	0.36	0.00	0.04	0.00
PENNSYLVANIA	0.12	0.00	0.06	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.15	0.00	0.02	0.00
SOUTH CAROLINA	0.07	0.00	0.01	0.00
SOUTH DAKOTA	0.13	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.02	0.23
TEXAS	0.14	0.00	0.02	0.00
UTAH	0.10	0.01	0.05	0.05
VERMONT	0.11	0.00	0.05	0.41
VIRGINIA	0.12	0.00	0.02	0.34
WASHINGTON	0.12	0.00	0.02	0.26
WEST VIRGINIA	0.08	0.01	0.03	0.00
WISCONSIN	0.14	0.00	0.02	0.01
WYOMING	0.08	0.00	0.07	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.12	0.00	0.02	0.04

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES

STATE	EC SETTING	EC SPEC ED SETTING	HOME	PT EC/PT SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR	TOTAL
ALABAMA	2,495	2,828	131	1,811	25	45	.	.	7,335
ALASKA	454	665	8	175	0	189	142	.	1,633
ARIZONA	3,349	2,817	25	2,534	113	107	131	.	9,076
ARKANSAS	1,977	1,246	123	2,972	8	1,470	1,133	102	9,031
CALIFORNIA	11,734	29,364	2,952	4,059	25	541	9,053	763	58,491
COLORADO	5,166	1,482	146	796	2	90	377	.	8,059
CONNECTICUT	1,210	2,151	112	1,573	9	272	706	1,242	7,275
DELAWARE	961	301	11	287	0	60	21	.	1,641
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	2,743	8,916	528	16,501	26	532	.	.	29,246
GEORGIA	7,353	6,460	1,324	496	86	203	.	.	15,922
HAWAII	244	1,318	5	270	0	23	.	.	1,860
IDAHO	598	598	21	178	11	0	76	1,173	2,655
ILLINOIS	14,488	7,411	11	3,997	24	1,758	.	.	27,689
INDIANA	5,967	7,097	145	969	57	264	.	.	14,499
IOWA	1,169	1,541	214	858	2	34	1,574	207	5,599
KANSAS	1,552	2,845	166	635	0	14	.	2,122	7,334
KENTUCKY	11,185	842	79	3,627	6	158	.	.	15,897
LOUISIANA	5,853	3,186	264	184	6	178	.	.	9,671
MAINE	2,111	818	213	610	0	182	.	.	3,934
MARYLAND	3,811	2,607	178	1,255	65	542	1,289	3	9,750
MASSACHUSETTS	13,218	887	35	327	1	100	.	.	14,568
MICHIGAN	6,487	4,464	234	1,143	12	2,780	4,116	.	19,236
MINNESOTA	4,912	3,183	2,443	551	15	10	219	37	11,370
MISSISSIPPI	2,675	1,762	128	2,031	12	204	.	.	6,812
MISSOURI	4,644	3,942	362	115	2	469	1,149	.	10,683
MONTANA	571	807	14	114	8	55	37	8	1,614
NEBRASKA	30	1,396	371	1,366	5	236	.	.	3,404
NEVADA	1,003	2,065	170	83	1	86	179	77	3,664
NEW HAMPSHIRE	1,112	854	38	94	3	9	.	.	2,110
NEW JERSEY	3,480	8,556	84	1,117	23	1,824	974	.	16,058
NEW MEXICO	1,352	3,500	20	216	0	27	.	.	5,115
NEW YORK	12,338	9,678	4,247	1,507	1	4,749	276	.	32,796
NORTH CAROLINA	11,623	2,852	249	721	31	756	964	165	17,361
NORTH DAKOTA	523	453	15	98	3	10	144	37	1,283
OHIO	4,245	7,556	534	984	6	3,483	1,068	1,465	19,341
OKLAHOMA	3,321	1,785	38	771	7	155	.	.	6,077
OREGON	1,067	2,003	190	541	7	59	405	208	4,480
PENNSYLVANIA	9,324	6,462	1,525	502	28	362	1,805	78	20,086
PUERTO RICO	3,790	699	279	1,012	0	268	35	191	6,274
RHODE ISLAND	1,670	937	3	0	3	38	.	.	2,651
SOUTH CAROLINA	3,805	2,027	218	1,416	16	45	3,680	145	11,352
SOUTH DAKOTA	376	1,305	50	526	7	3	.	.	2,267
TENNESSEE	3,374	3,908	63	1,207	0	231	1,743	164	10,690
TEXAS	.	.	.	.	.	.	.	.	.
UTAH	1,184	3,192	26	769	0	283	114	331	5,899
VERMONT	577	247	83	231	1	27	1	3	1,170
VIRGINIA	2,572	6,744	830	938	15	97	2,763	64	14,023
WASHINGTON	2,507	6,614	121	1,363	2	102	749	165	11,623
WEST VIRGINIA	1,662	1,526	195	1,280	42	17	476	211	5,409
WISCONSIN	2,742	6,297	60	2,329	7	97	2,400	.	13,932
WYOMING	871	22	3	1,012	0	0	.	.	1,908
AMERICAN SAMOA	44	11	0	0	0	0	.	.	55
GUAM	51	53	20	11	0	0	60	.	195
NORTHERN MARIANAS	42	0	9	0	0	0	.	.	51
PALAU	0	0	4	9	0	1	.	.	14
VIRGIN ISLANDS	139	24	4	0	0	0	.	.	167
BUR. OF INDIAN AFFAIRS	257	42	17	129	2	0	.	.	447
U.S. AND OUTLYING AREAS	192,008	180,346	19,338	68,300	725	23,245	37,859	8,961	530,782
50 STATES, D.C. & P.R.	191,475	180,216	19,284	68,151	723	23,244	37,799	8,961	529,853

Data based on the December 1, 1999 count, updated as of August 30, 2001.
EC=Early Childhood; SPEC ED=Special Education; PT=Part-time; RESID=Residential; ITINRNT=Itinerant;
MAINSTR=Mainstream
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES

STATE	EC SETTING	EC SPEC ED SETTING	HOME	PT EC/PT SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR
ALABAMA	34.01	38.55	1.79	24.69	0.34	0.61	0.00	0.00
ALASKA	27.80	40.72	0.49	10.72	0.00	11.57	8.70	0.00
ARIZONA	36.90	31.04	0.28	27.92	1.25	1.18	1.44	0.00
ARKANSAS	21.89	13.80	1.36	32.91	0.09	16.28	12.55	1.13
CALIFORNIA	20.06	50.20	5.05	6.94	0.04	0.92	15.48	1.30
COLORADO	64.10	18.39	1.81	9.88	0.02	1.12	4.68	0.00
CONNECTICUT	16.63	29.57	1.54	21.62	0.12	3.74	9.70	17.07
DELAWARE	58.56	18.34	0.67	17.49	0.00	3.66	1.28	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	9.38	30.49	1.81	56.42	0.09	1.82	0.00	0.00
GEORGIA	46.18	40.57	8.32	3.12	0.54	1.27	0.00	0.00
HAWAII	13.12	70.86	0.27	14.52	0.00	1.24	0.00	0.00
IDAHO	22.52	22.52	0.79	6.70	0.41	0.00	2.86	44.18
ILLINOIS	52.32	26.77	0.04	14.44	0.09	6.35	0.00	0.00
INDIANA	41.15	48.95	1.00	6.68	0.39	1.82	0.00	0.00
IOWA	20.88	27.52	3.82	15.32	0.04	0.61	28.11	3.70
KANSAS	21.16	38.79	2.26	8.66	0.00	0.19	0.00	28.93
KENTUCKY	70.36	5.30	0.50	22.82	0.04	0.99	0.00	0.00
LOUISIANA	60.52	32.94	2.73	1.90	0.06	1.84	0.00	0.00
MAINE	53.66	20.79	5.41	15.51	0.00	4.63	0.00	0.00
MARYLAND	39.09	26.74	1.83	12.87	0.67	5.56	13.22	0.03
MASSACHUSETTS	90.73	6.09	0.24	2.24	0.01	0.69	0.00	0.00
MICHIGAN	33.72	23.21	1.22	5.94	0.06	14.45	21.40	0.00
MINNESOTA	43.20	27.99	21.49	4.85	0.13	0.09	1.93	0.33
MISSISSIPPI	39.27	25.87	1.88	29.82	0.18	2.99	0.00	0.00
MISSOURI	43.47	36.90	3.39	1.08	0.02	4.39	10.76	0.00
MONTANA	35.38	50.00	0.87	7.06	0.50	3.41	2.29	0.50
NEBRASKA	0.88	41.01	10.90	40.13	0.15	6.93	0.00	0.00
NEVADA	27.37	56.36	4.64	2.27	0.03	2.35	4.89	2.10
NEW HAMPSHIRE	52.70	40.47	1.80	4.45	0.14	0.43	0.00	0.00
NEW JERSEY	21.67	53.28	0.52	6.96	0.14	11.36	6.07	0.00
NEW MEXICO	26.43	68.43	0.39	4.22	0.00	0.53	0.00	0.00
NEW YORK	37.62	29.51	12.95	4.60	0.00	14.48	0.84	0.00
NORTH CAROLINA	66.95	16.43	1.43	4.15	0.18	4.35	5.55	0.95
NORTH DAKOTA	40.76	35.31	1.17	7.64	0.23	0.78	11.22	2.88
OHIO	21.95	39.07	2.76	5.09	0.03	18.01	5.52	7.57
OKLAHOMA	54.65	29.37	0.63	12.69	0.12	2.55	0.00	0.00
OREGON	23.82	44.71	4.24	12.08	0.16	1.32	9.04	4.64
PENNSYLVANIA	46.42	32.17	7.59	2.50	0.14	1.80	8.99	0.39
PUERTO RICO	60.41	11.14	4.45	16.13	0.00	4.27	0.56	3.04
RHODE ISLAND	63.00	35.35	0.11	0.00	0.11	1.43	0.00	0.00
SOUTH CAROLINA	33.52	17.86	1.92	12.47	0.14	0.40	32.42	1.28
SOUTH DAKOTA	16.59	57.57	2.21	23.20	0.31	0.13	0.00	0.00
TENNESSEE	31.56	36.56	0.59	11.29	0.00	2.16	16.30	1.53
TEXAS	.	.	.	.	.	.	.	.
UTAH	20.07	54.11	0.44	13.04	0.00	4.80	1.93	5.61
VERMONT	49.32	21.11	7.09	19.74	0.09	2.31	0.09	0.26
VIRGINIA	18.34	48.09	5.92	6.69	0.11	0.69	19.70	0.46
WASHINGTON	21.57	56.90	1.04	11.73	0.02	0.88	6.44	1.42
WEST VIRGINIA	30.73	28.21	3.61	23.66	0.78	0.31	8.80	3.90
WISCONSIN	19.68	45.20	0.43	16.72	0.05	0.70	17.23	0.00
WYOMING	45.65	1.15	0.16	53.04	0.00	0.00	0.00	0.00
AMERICAN SAMOA	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.15	27.18	10.26	5.64	0.00	0.00	30.77	0.00
NORTHERN MARIANAS	82.35	0.00	17.65	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	28.57	64.29	0.00	7.14	0.00	0.00
VIRGIN ISLANDS	83.23	14.37	2.40	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	57.49	9.40	3.80	28.86	0.45	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	36.17	33.98	3.64	12.87	0.14	4.38	7.13	1.69
50 STATES, D.C. & P.R.	36.14	34.01	3.64	12.86	0.14	4.39	7.13	1.69

Data based on the December 1, 1999 count, updated as of August 30, 2001.

EC=Early Childhood; SPEC ED=Special Education; PT=Part-time; RESID=Residential; ITINRNT=Itinerant; MAINSTR=Mainstream

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
State	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48,213	33,647	7,912	938	163	877	305	262
ALASKA	9,333	4,494	1,713	264	12	2	24	20
ARIZONA	40,918	26,900	14,717	774	848	587	119	217
ARKANSAS	19,903	23,076	7,505	122	458	253	314	202
CALIFORNIA	287,925	117,564	156,298	4,761	10,341	954	1,825	2,656
COLORADO	48,989	10,878	6,154	845	292	366	871	404
CONNECTICUT	38,058	14,515	10,925	1,098	1,845	95	797	114
DELAWARE	4,359	7,642	1,922	524	10	23	89	77
DISTRICT OF COLUMBIA	1,553	3,034	.	.	29	776	1,352	41
FLORIDA	162,641	85,747	71,818	3,025	997	1,323	126	952
GEORGIA	52,095	52,604	40,781	1,409	33	1,322	38	170
HAWAII	3,971	12,457	4,191	151	51	0	99	184
IDAHO	16,614	6,455	1,775	161	60	94	23	69
ILLINOIS	97,002	72,822	73,816	9,378	5,127	661	627	353
INDIANA	78,650	21,618	33,998	644	14	1,198	418	560
IOWA	30,725	23,117	10,095	1,555	.	495	269	112
KANSAS	31,452	13,201	6,415	1,022	178	168	154	112
KENTUCKY	37,741	24,109	11,857	537	73	571	220	516
LOUISIANA	34,752	22,085	27,509	528	127	1,311	0	649
MAINE	16,048	10,152	4,134	183	324	23	288	130
MARYLAND	47,282	22,328	24,358	3,238	3,115	581	471	286
MASSACHUSETTS	96,059	21,964	22,150	2,978	5,052	296	1,265	681
MICHIGAN	87,947	52,616	39,791	12,920	.	529	248	298
MINNESOTA	61,932	21,329	7,863	3,869	256	661	473	189
MISSISSIPPI	26,618	15,823	11,640	253	235	408	222	348
MISSOURI	64,538	39,289	16,326	2,924	548	97	44	501
MONTANA	9,545	5,556	1,902	88	153	71	56	30
NEBRASKA	21,713	9,840	6,505	377	85	82	89	179
NEVADA	15,987	10,508	4,693	739	0	1	15	95
NEW HAMPSHIRE	19,614	4,334	1,159	25	595	63	478	63
NEW JERSEY	89,991	51,300	38,268	6,836	10,840	244	112	1,226
NEW MEXICO	13,551	15,030	17,674	249	1	379	31	316
NEW YORK	181,896	50,251	117,356	16,896	8,221	1,787	3,032	2,497
NORTH CAROLINA	90,517	34,186	26,917	1,953	400	703	67	659
NORTH DAKOTA	9,826	1,813	474	40	22	61	74	19
OHIO	140,615	54,089	11,334	7,901	0	822	0	2,098
OKLAHOMA	36,540	30,071	9,300	379	45	346	61	330
OREGON	49,750	10,149	5,238	974	762	342	184	239
PENNSYLVANIA	75,484	69,201	58,459	3,644	2,543	805	469	340
PUERTO RICO	30,468	8,226	10,427	1,709	782	43	28	783
RHODE ISLAND	12,962	5,276	7,419	193	670	102	388	234
SOUTH CAROLINA	29,551	37,150	23,442	820	54	331	34	427
SOUTH DAKOTA	9,263	3,369	875	116	85	105	139	27
TENNESSEE	52,189	39,572	21,339	850	562	168	33	1,329
TEXAS	128,404	236,637	81,593	3,149	100	320	23	4,454
UTAH	21,720	15,253	10,412	1,467	7	23	0	176
VERMONT	9,512	1,233	671	206	262	7	174	88
VIRGINIA	54,029	48,849	36,628	1,665	947	884	397	573
WASHINGTON	53,611	34,525	15,106	559	249	298	37	227
WEST VIRGINIA	21,796	16,753	5,897	91	5	130	9	224
WISCONSIN	44,517	44,135	16,725	1,151	104	342	50	246
WYOMING	6,120	3,816	1,418	322	27	90	85	30
AMERICAN SAMOA	285	306	55	1	0	0	0	1
GUAM	591	791	646	4	0	0	3	0
NORTHERN MARIANAS	364	123	16	9	0	3	0	2
PALAU	42	53	33	3	3	0	0	1
VIRGIN ISLANDS	423	781	330	0	0	0	22	13
BUR. OF INDIAN AFFAIRS	4,888	2,386	623	25	11	6	285	9
U.S. AND OUTLYING AREAS	2,681,082	1,605,028	1,148,597	106,542	57,723	22,229	17,056	27,038
50 STATES, D.C. & P.R.	2,674,489	1,600,588	1,146,894	106,500	57,709	22,220	16,746	27,012

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
State	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	52.23	36.45	8.57	1.02	0.18	0.95	0.33	0.28
ALASKA	58.84	28.33	10.80	1.66	0.08	0.01	0.15	0.13
ARIZONA	48.09	31.62	17.30	0.91	1.00	0.69	0.14	0.26
ARKANSAS	38.40	44.52	14.48	0.24	0.88	0.49	0.61	0.39
CALIFORNIA	49.44	20.19	26.84	0.82	1.78	0.16	0.31	0.46
COLORADO	71.21	15.81	8.94	1.23	0.42	0.53	1.27	0.59
CONNECTICUT	56.43	21.52	16.20	1.63	2.74	0.14	1.18	0.17
DELAWARE	29.76	52.18	13.12	3.58	0.07	0.16	0.61	0.53
DISTRICT OF COLUMBIA	22.89	44.72	.	.	0.43	11.44	19.93	0.60
FLORIDA	49.79	26.25	21.99	0.93	0.31	0.41	0.04	0.29
GEORGIA	35.09	35.44	27.47	0.95	0.02	0.89	0.03	0.11
HAWAII	18.82	59.03	19.86	0.72	0.24	0.00	0.47	0.87
IDAHO	65.80	25.56	7.03	0.64	0.24	0.37	0.09	0.27
ILLINOIS	37.34	28.03	28.41	3.61	1.97	0.25	0.24	0.14
INDIANA	57.37	15.77	24.80	0.47	0.01	0.87	0.30	0.41
IOWA	46.29	34.83	15.21	2.34	.	0.75	0.41	0.17
KANSAS	59.68	25.05	12.17	1.94	0.34	0.32	0.29	0.21
KENTUCKY	49.91	31.88	15.68	0.71	0.10	0.76	0.29	0.68
LOUISIANA	39.96	25.40	31.63	0.61	0.15	1.51	0.00	0.75
MAINE	51.30	32.45	13.22	0.59	1.04	0.07	0.92	0.42
MARYLAND	46.51	21.96	23.96	3.19	3.06	0.57	0.46	0.28
MASSACHUSETTS	63.85	14.60	14.72	1.98	3.36	0.20	0.84	0.45
MICHIGAN	45.25	27.07	20.47	6.65	.	0.27	0.13	0.15
MINNESOTA	64.13	22.09	8.14	4.01	0.27	0.68	0.49	0.20
MISSISSIPPI	47.92	28.49	20.96	0.46	0.42	0.73	0.40	0.63
MISSOURI	51.93	31.62	13.14	2.35	0.44	0.08	0.04	0.40
MONTANA	54.85	31.93	10.93	0.51	0.88	0.41	0.32	0.17
NEBRASKA	55.86	25.32	16.74	0.97	0.22	0.21	0.23	0.46
NEVADA	49.90	32.80	14.65	2.31	0.00	0.00	0.05	0.30
NEW HAMPSHIRE	74.49	16.46	4.40	0.09	2.26	0.24	1.82	0.24
NEW JERSEY	45.26	25.80	19.25	3.44	5.45	0.12	0.06	0.62
NEW MEXICO	28.69	31.82	37.42	0.53	0.00	0.80	0.07	0.67
NEW YORK	47.62	13.16	30.73	4.42	2.15	0.47	0.79	0.65
NORTH CAROLINA	58.25	22.00	17.32	1.26	0.26	0.45	0.04	0.42
NORTH DAKOTA	79.70	14.71	3.84	0.32	0.18	0.49	0.60	0.15
OHIO	64.84	24.94	5.23	3.64	0.00	0.38	0.00	0.97
OKLAHOMA	47.41	39.02	12.07	0.49	0.06	0.45	0.08	0.43
OREGON	73.55	15.00	7.74	1.44	1.13	0.51	0.27	0.35
PENNSYLVANIA	35.78	32.81	27.71	1.73	1.21	0.38	0.22	0.16
PUERTO RICO	58.07	15.68	19.87	3.26	1.49	0.08	0.05	1.49
RHODE ISLAND	47.58	19.37	27.23	0.71	2.46	0.37	1.42	0.86
SOUTH CAROLINA	32.19	40.46	25.53	0.89	0.06	0.36	0.04	0.47
SOUTH DAKOTA	66.26	24.10	6.26	0.83	0.61	0.75	0.99	0.19
TENNESSEE	44.97	34.10	18.39	0.73	0.48	0.14	0.03	1.15
TEXAS	28.24	52.04	17.95	0.69	0.02	0.07	0.01	0.98
UTAH	44.27	31.09	21.22	2.99	0.01	0.05	0.00	0.36
VERMONT	78.27	10.15	5.52	1.70	2.16	0.06	1.43	0.72
VIRGINIA	37.53	33.93	25.44	1.16	0.66	0.61	0.28	0.40
WASHINGTON	51.25	33.00	14.44	0.53	0.24	0.28	0.04	0.22
WEST VIRGINIA	48.54	37.31	13.13	0.20	0.01	0.29	0.02	0.50
WISCONSIN	41.50	41.14	15.59	1.07	0.10	0.32	0.05	0.23
WYOMING	51.39	32.05	11.91	2.70	0.23	0.76	0.71	0.25
AMERICAN SAMOA	43.98	47.22	8.49	0.15	0.00	0.00	0.00	0.15
GUAM	29.04	38.87	31.74	0.20	0.00	0.00	0.15	0.00
NORTHERN MARIANAS	70.41	23.79	3.09	1.74	0.00	0.58	0.00	0.39
PALAU	31.11	39.26	24.44	2.22	2.22	0.00	0.00	0.74
VIRGIN ISLANDS	26.96	49.78	21.03	0.00	0.00	0.00	1.40	0.83
BUR. OF INDIAN AFFAIRS	59.37	28.98	7.57	0.30	0.13	0.07	3.46	0.11
U.S. AND OUTLYING AREAS	47.32	28.33	20.27	1.88	1.02	0.39	0.30	0.48
50 STATES, D.C. & P.R.	47.32	28.32	20.29	1.88	1.02	0.39	0.30	0.48

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	23,183	16,957	1,331	98	0	144	33	60
ALASKA	5,247	3,349	458	47	0	1	13	3
ARIZONA	22,033	21,925	5,198	95	73	36	25	50
ARKANSAS	8,375	12,769	1,367	0	54	0	53	46
CALIFORNIA	161,283	95,821	85,162	296	2,333	0	260	1,048
COLORADO	26,144	6,385	1,195	94	38	93	129	77
CONNECTICUT	20,219	8,029	3,584	107	341	10	108	12
DELAWARE	2,587	5,468	774	137	6	8	22	14
DISTRICT OF COLUMBIA	1,065	2,080	.	.	7	143	419	.
FLORIDA	63,585	65,749	28,287	302	274	187	43	43
GEORGIA	17,048	23,026	6,766	22	5	239	0	13
HAWAII	2,117	6,945	1,430	17	15	0	23	40
IDAHO	10,315	4,141	255	38	11	5	18	13
ILLINOIS	35,349	60,039	34,181	570	246	133	12	47
INDIANA	32,136	15,667	10,052	33	1	219	14	166
IOWA	16,351	13,378	2,894	305	.	127	80	38
KANSAS	13,880	7,489	1,629	155	26	39	20	27
KENTUCKY	9,796	9,455	1,679	53	4	51	23	50
LOUISIANA	11,201	14,414	10,388	8	20	326	0	140
MAINE	7,179	5,395	580	11	34	0	7	16
MARYLAND	22,288	13,619	8,992	78	285	15	10	98
MASSACHUSETTS	66,136	15,717	8,318	498	682	61	130	37
MICHIGAN	37,371	36,761	16,029	1,765	.	72	57	66
MINNESOTA	27,533	10,040	971	385	28	56	51	27
MISSISSIPPI	9,048	12,337	5,761	38	94	1	47	111
MISSOURI	33,703	26,767	4,731	167	53	0	14	159
MONTANA	5,017	4,107	565	11	74	2	13	8
NEBRASKA	9,486	5,256	1,444	32	7	36	17	21
NEVADA	9,043	8,901	2,297	80	0	0	11	38
NEW HAMPSHIRE	10,339	2,137	345	4	120	10	78	10
NEW JERSEY	43,428	41,627	21,624	1,165	1,842	2	12	385
NEW MEXICO	6,682	11,582	10,235	70	0	44	0	86
NEW YORK	114,867	31,640	56,100	1,409	1,222	89	187	305
NORTH CAROLINA	45,291	17,662	3,701	68	13	47	1	112
NORTH DAKOTA	4,964	674	16	5	7	4	7	3
OHIO	70,437	11,053	1,556	117	0	199	0	174
OKLAHOMA	20,101	21,000	2,094	129	14	57	27	80
OREGON	26,632	6,153	647	176	196	58	19	55
PENNSYLVANIA	35,317	51,545	29,037	442	147	191	14	79
PUERTO RICO	18,714	5,253	2,657	449	202	9	2	16
RHODE ISLAND	7,568	3,623	4,359	56	93	0	48	45
SOUTH CAROLINA	7,304	25,999	7,507	23	6	6	2	124
SOUTH DAKOTA	5,068	2,056	102	20	0	3	5	4
TENNESSEE	23,797	25,528	5,939	57	93	0	4	333
TEXAS	49,004	179,840	32,414	306	7	1	0	503
UTAH	11,992	12,385	4,245	147	0	5	0	44
VERMONT	4,041	496	86	30	41	0	24	5
VIRGINIA	21,821	34,193	12,653	61	150	181	25	141
WASHINGTON	25,032	21,358	3,848	103	32	45	2	37
WEST VIRGINIA	8,564	9,776	1,116	2	1	8	0	50
WISCONSIN	19,165	28,721	2,957	128	13	21	8	46
WYOMING	3,065	2,480	360	171	7	5	22	4
AMERICAN SAMOA	261	260	0	0	0	0	0	0
GUAM	336	661	521	0	0	0	1	0
NORTHERN MARIANAS	263	75	4	2	0	0	0	0
PALAU	37	46	11	0	3	0	0	0
VIRGIN ISLANDS	209	281	67	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	2,584	1,716	297	2	0	2	75	2
U.S. AND OUTLYING AREAS	1,295,601	1,081,806	450,816	10,584	8,920	2,991	2,216	5,113
50 STATES, D.C. & P.R.	1,291,911	1,078,767	449,916	10,580	8,917	2,989	2,139	5,109

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.45	40.56	3.18	0.23	0.00	0.34	0.08	0.14
ALASKA	57.55	36.73	5.02	0.52	0.00	0.01	0.14	0.03
ARIZONA	44.57	44.35	10.51	0.19	0.15	0.07	0.05	0.10
ARKANSAS	36.95	56.34	6.03	0.00	0.24	0.00	0.23	0.20
CALIFORNIA	46.59	27.68	24.60	0.09	0.67	0.00	0.08	0.30
COLORADO	76.55	18.69	3.50	0.28	0.11	0.27	0.38	0.23
CONNECTICUT	62.39	24.77	11.06	0.33	1.05	0.03	0.33	0.04
DELAWARE	28.69	60.65	8.58	1.52	0.07	0.09	0.24	0.16
DISTRICT OF COLUMBIA	28.68	56.00	.	.	0.19	3.85	11.28	.
FLORIDA	40.12	41.49	17.85	0.19	0.17	0.12	0.03	0.03
GEORGIA	36.18	48.87	14.36	0.05	0.01	0.51	0.00	0.03
HAWAII	20.00	65.60	13.51	0.16	0.14	0.00	0.22	0.38
IDAHO	69.71	27.99	1.72	0.26	0.07	0.03	0.12	0.09
ILLINOIS	27.07	45.98	26.18	0.44	0.19	0.10	0.01	0.04
INDIANA	55.13	26.88	17.25	0.06	0.00	0.38	0.02	0.28
IOWA	49.29	40.33	8.72	0.92	.	0.38	0.24	0.11
KANSAS	59.66	32.19	7.00	0.67	0.11	0.17	0.09	0.12
KENTUCKY	46.40	44.79	7.95	0.25	0.02	0.24	0.11	0.24
LOUISIANA	30.69	39.49	28.46	0.02	0.05	0.89	0.00	0.38
MAINE	54.30	40.80	4.39	0.08	0.26	0.00	0.05	0.12
MARYLAND	49.11	30.01	19.81	0.17	0.63	0.03	0.02	0.22
MASSACHUSETTS	72.22	17.16	9.08	0.54	0.74	0.07	0.14	0.04
MICHIGAN	40.57	39.91	17.40	1.92	.	0.08	0.06	0.07
MINNESOTA	70.43	25.68	2.48	0.98	0.07	0.14	0.13	0.07
MISSISSIPPI	32.98	44.96	21.00	0.14	0.34	0.00	0.17	0.40
MISSOURI	51.38	40.81	7.21	0.25	0.08	0.00	0.02	0.24
MONTANA	51.21	41.92	5.77	0.11	0.76	0.02	0.13	0.08
NEBRASKA	58.20	32.25	8.86	0.20	0.04	0.22	0.10	0.13
NEVADA	44.39	43.70	11.28	0.39	0.00	0.00	0.05	0.19
NEW HAMPSHIRE	79.27	16.38	2.65	0.03	0.92	0.08	0.60	0.08
NEW JERSEY	39.45	37.81	19.64	1.06	1.67	0.00	0.01	0.35
NEW MEXICO	23.28	40.36	35.66	0.24	0.00	0.15	0.00	0.30
NEW YORK	55.81	15.37	27.26	0.68	0.59	0.04	0.09	0.15
NORTH CAROLINA	67.70	26.40	5.53	0.10	0.02	0.07	0.00	0.17
NORTH DAKOTA	87.39	11.87	0.28	0.09	0.12	0.07	0.12	0.05
OHIO	84.32	13.23	1.86	0.14	0.00	0.24	0.00	0.21
OKLAHOMA	46.21	48.27	4.81	0.30	0.03	0.13	0.06	0.18
OREGON	78.48	18.13	1.91	0.52	0.58	0.17	0.06	0.16
PENNSYLVANIA	30.24	44.14	24.87	0.38	0.13	0.16	0.01	0.07
PUERTO RICO	68.54	19.24	9.73	1.64	0.74	0.03	0.01	0.06
RHODE ISLAND	47.92	22.94	27.60	0.35	0.59	0.00	0.30	0.28
SOUTH CAROLINA	17.83	63.46	18.32	0.06	0.01	0.01	0.00	0.30
SOUTH DAKOTA	69.83	28.33	1.41	0.28	0.00	0.04	0.07	0.06
TENNESSEE	42.68	45.79	10.65	0.10	0.17	0.00	0.01	0.60
TEXAS	18.70	68.62	12.37	0.12	0.00	0.00	0.00	0.19
UTAH	41.61	42.98	14.73	0.51	0.00	0.02	0.00	0.15
VERMONT	85.56	10.50	1.82	0.64	0.87	0.00	0.51	0.11
VIRGINIA	31.52	49.39	18.28	0.09	0.22	0.26	0.04	0.20
WASHINGTON	49.61	42.33	7.63	0.20	0.06	0.09	0.00	0.07
WEST VIRGINIA	43.88	50.09	5.72	0.01	0.01	0.04	0.00	0.26
WISCONSIN	37.54	56.25	5.79	0.25	0.03	0.04	0.02	0.09
WYOMING	50.13	40.56	5.89	2.80	0.11	0.08	0.36	0.07
AMERICAN SAMOA	50.10	49.90	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	22.12	43.52	34.30	0.00	0.00	0.00	0.07	0.00
NORTHERN MARIANAS	76.45	21.80	1.16	0.58	0.00	0.00	0.00	0.00
PALAU	38.14	47.42	11.34	0.00	3.09	0.00	0.00	0.00
VIRGIN ISLANDS	37.32	50.18	11.96	0.00	0.00	0.00	0.18	0.36
BUR. OF INDIAN AFFAIRS	55.24	36.68	6.35	0.04	0.00	0.04	1.60	0.04
U.S. AND OUTLYING AREAS	45.33	37.85	15.77	0.37	0.31	0.10	0.08	0.18
50 STATES, D.C. & P.R.	45.32	37.85	15.78	0.37	0.31	0.10	0.08	0.18

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	14,645	835	77	2	3	123	0	11
ALASKA	3,051	226	38	1	2	0	0	1
ARIZONA	13,721	763	234	1	1	0	0	4
ARKANSAS	8,131	869	171	0	9	0	1	6
CALIFORNIA	102,647	6,964	15,114	95	112	0	11	54
COLORADO	11,531	905	212	12	4	2	13	9
CONNECTICUT	9,465	2,037	809	16	52	0	8	3
DELAWARE	1,217	293	2	0	0	0	0	0
DISTRICT OF COLUMBIA	288	205	.	.	.	20	.	30
FLORIDA	69,108	2,865	2,590	20	46	86	3	5
GEORGIA	24,138	6,873	413	3	14	30	1	1
HAWAII	375	1,823	156	1	0	0	1	1
IDAHO	3,515	440	30	10	1	1	0	5
ILLINOIS	50,747	1,330	2,256	85	7	16	1	5
INDIANA	35,429	77	9	0	0	19	0	5
IOWA	4,624	284	45	11	.	2	2	14
KANSAS	10,276	623	154	15	2	1	0	5
KENTUCKY	17,481	191	41	3	31	1	3	11
LOUISIANA	17,175	821	488	0	2	8	0	8
MAINE	5,625	1,516	382	2	17	0	6	7
MARYLAND	17,370	3,539	3,192	23	78	12	2	21
MASSACHUSETTS	21,982	1,463	1,726	51	132	0	51	31
MICHIGAN	34,555	1,770	755	1,359	.	8	1	10
MINNESOTA	14,990	734	117	36	12	1	43	18
MISSISSIPPI	15,674	360	85	13	94	0	0	4
MISSOURI	21,758	3,187	612	34	8	0	1	2
MONTANA	3,149	94	49	3	3	0	0	1
NEBRASKA	7,887	637	748	148	16	13	0	31
NEVADA	5,140	63	91	15	0	0	1	2
NEW HAMPSHIRE	4,220	861	164	0	40	5	23	6
NEW JERSEY	38,832	2,279	2,278	101	176	0	1	10
NEW MEXICO	5,101	1,857	1,735	10	0	0	0	7
NEW YORK	35,016	5,663	15,268	328	454	4	12	40
NORTH CAROLINA	27,084	200	198	6	92	15	1	21
NORTH DAKOTA	3,268	128	57	2	0	1	1	2
OHIO	41,425	0	87	0	0	1	0	0
OKLAHOMA	11,971	1,927	76	11	16	1	2	4
OREGON	14,737	919	392	40	48	2	8	13
PENNSYLVANIA	31,254	2,254	1,722	58	5	32	1	7
PUERTO RICO	5,353	741	171	2	110	0	0	7
RHODE ISLAND	3,663	696	422	6	13	0	2	1
SOUTH CAROLINA	20,014	1,126	22	14	7	10	0	0
SOUTH DAKOTA	3,119	59	2	0	0	0	1	2
TENNESSEE	20,538	3,160	1,074	8	3	0	0	25
TEXAS	63,032	5,965	1,066	8	1	0	0	19
UTAH	7,269	952	641	2	0	0	0	2
VERMONT	1,614	187	74	9	10	0	8	10
VIRGINIA	23,251	259	227	7	48	3	1	32
WASHINGTON	15,998	486	255	3	9	0	2	19
WEST VIRGINIA	10,157	679	22	0	0	0	0	8
WISCONSIN	15,738	744	674	23	21	1	3	11
WYOMING	2,207	369	82	20	10	0	3	1
AMERICAN SAMOA	23	0	0	0	0	0	0	0
GUAM	165	23	6	0	0	0	1	0
NORTHERN MARIANAS	12	4	0	0	0	0	0	0
PALAU	1	2	3	0	0	0	0	0
VIRGIN ISLANDS	139	55	24	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,444	35	8	6	0	0	26	0
U.S. AND OUTLYING AREAS	952,339	73,417	57,346	2,623	1,709	418	245	552
50 STATES, D.C. & P.R.	950,555	73,298	57,305	2,617	1,709	418	218	552

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	93.30	5.32	0.49	0.01	0.02	0.78	0.00	0.07
ALASKA	91.93	6.81	1.14	0.03	0.06	0.00	0.00	0.03
ARIZONA	93.19	5.18	1.59	0.01	0.01	0.00	0.00	0.03
ARKANSAS	88.51	9.46	1.86	0.00	0.10	0.00	0.01	0.07
CALIFORNIA	82.12	5.57	12.09	0.08	0.09	0.00	0.01	0.04
COLORADO	90.88	7.13	1.67	0.09	0.03	0.02	0.10	0.07
CONNECTICUT	76.39	16.44	6.53	0.13	0.42	0.00	0.06	0.02
DELAWARE	80.49	19.38	0.13	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	53.04	37.75	.	.	.	3.68	.	5.52
FLORIDA	92.49	3.83	3.47	0.03	0.06	0.12	0.00	0.01
GEORGIA	76.69	21.84	1.31	0.01	0.04	0.10	0.00	0.00
HAWAII	15.91	77.34	6.62	0.04	0.00	0.00	0.04	0.04
IDAHO	87.83	10.99	0.75	0.25	0.02	0.02	0.00	0.12
ILLINOIS	93.20	2.44	4.14	0.16	0.01	0.03	0.00	0.01
INDIANA	99.69	0.22	0.03	0.00	0.00	0.05	0.00	0.01
IOWA	92.81	5.70	0.90	0.22	.	0.04	0.04	0.28
KANSAS	92.78	5.62	1.39	0.14	0.02	0.01	0.00	0.05
KENTUCKY	98.42	1.08	0.23	0.02	0.17	0.01	0.02	0.06
LOUISIANA	92.83	4.44	2.64	0.00	0.01	0.04	0.00	0.04
MAINE	74.45	20.07	5.06	0.03	0.23	0.00	0.08	0.09
MARYLAND	71.67	14.60	13.17	0.09	0.32	0.05	0.01	0.09
MASSACHUSETTS	86.42	5.75	6.79	0.20	0.52	0.00	0.20	0.12
MICHIGAN	89.85	4.60	1.96	3.53	.	0.02	0.00	0.03
MINNESOTA	93.98	4.60	0.73	0.23	0.08	0.01	0.27	0.11
MISSISSIPPI	96.57	2.22	0.52	0.08	0.58	0.00	0.00	0.02
MISSOURI	84.99	12.45	2.39	0.13	0.03	0.00	0.00	0.01
MONTANA	95.45	2.85	1.49	0.09	0.09	0.00	0.00	0.03
NEBRASKA	83.20	6.72	7.89	1.56	0.17	0.14	0.00	0.33
NEVADA	96.76	1.19	1.71	0.28	0.00	0.00	0.02	0.04
NEW HAMPSHIRE	79.34	16.19	3.08	0.00	0.75	0.09	0.43	0.11
NEW JERSEY	88.91	5.22	5.22	0.23	0.40	0.00	0.00	0.02
NEW MEXICO	58.56	21.32	19.92	0.11	0.00	0.00	0.00	0.08
NEW YORK	61.66	9.97	26.89	0.58	0.80	0.01	0.02	0.07
NORTH CAROLINA	98.07	0.72	0.72	0.02	0.33	0.05	0.00	0.08
NORTH DAKOTA	94.48	3.70	1.65	0.06	0.00	0.03	0.03	0.06
OHIO	99.79	0.00	0.21	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	85.46	13.76	0.54	0.08	0.11	0.01	0.01	0.03
OREGON	91.20	5.69	2.43	0.25	0.30	0.01	0.05	0.08
PENNSYLVANIA	88.46	6.38	4.87	0.16	0.01	0.09	0.00	0.02
PUERTO RICO	83.85	11.61	2.68	0.03	1.72	0.00	0.00	0.11
RHODE ISLAND	76.26	14.49	8.79	0.12	0.27	0.00	0.04	0.02
SOUTH CAROLINA	94.44	5.31	0.10	0.07	0.03	0.05	0.00	0.00
SOUTH DAKOTA	97.99	1.85	0.06	0.00	0.00	0.00	0.03	0.06
TENNESSEE	82.79	12.74	4.33	0.03	0.01	0.00	0.00	0.10
TEXAS	89.93	8.51	1.52	0.01	0.00	0.00	0.00	0.03
UTAH	81.99	10.74	7.23	0.02	0.00	0.00	0.00	0.02
VERMONT	84.41	9.78	3.87	0.47	0.52	0.00	0.42	0.52
VIRGINIA	97.58	1.09	0.95	0.03	0.20	0.01	0.00	0.13
WASHINGTON	95.39	2.90	1.52	0.02	0.05	0.00	0.01	0.11
WEST VIRGINIA	93.48	6.25	0.20	0.00	0.00	0.00	0.00	0.07
WISCONSIN	91.42	4.32	3.92	0.13	0.12	0.01	0.02	0.06
WYOMING	81.98	13.71	3.05	0.74	0.37	0.00	0.11	0.04
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	84.62	11.79	3.08	0.00	0.00	0.00	0.51	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	63.76	25.23	11.01	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	95.06	2.30	0.53	0.39	0.00	0.00	1.71	0.00
U.S. AND OUTLYING AREAS	87.48	6.74	5.27	0.24	0.16	0.04	0.02	0.05
50 STATES, D.C. & P.R.	87.47	6.75	5.27	0.24	0.16	0.04	0.02	0.05

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4,425	11,682	4,518	399	43	155	35	41
ALASKA	121	258	408	8	0	0	0	0
ARIZONA	811	1,432	4,730	169	104	4	9	26
ARKANSAS	1,058	6,153	4,146	8	190	83	100	47
CALIFORNIA	2,669	4,379	24,251	1,674	664	0	60	375
COLORADO	1,146	835	1,290	37	6	5	8	19
CONNECTICUT	375	937	2,226	209	132	7	37	6
DELAWARE	146	1,058	721	74	0	0	28	12
DISTRICT OF COLUMBIA	62	432	.	.	.	193	171	.
FLORIDA	8,097	6,635	22,256	1,658	100	59	14	28
GEORGIA	1,430	7,914	20,056	184	4	294	6	44
HAWAII	272	1,425	1,148	11	1	102	0	183
IDAHO	518	864	703	15	7	0	0	2
ILLINOIS	1,913	1,344	19,679	2,705	1,110	34	86	33
INDIANA	2,802	3,561	14,942	179	0	101	65	79
IOWA	5,339	5,911	4,144	436	.	59	36	14
KANSAS	1,147	1,716	2,283	89	13	17	50	9
KENTUCKY	3,718	8,660	5,500	87	5	36	18	121
LOUISIANA	1,099	1,888	8,745	260	70	198	0	103
MAINE	74	362	621	9	18	0	4	3
MARYLAND	590	1,082	3,945	871	170	3	22	14
MASSACHUSETTS	3,062	2,934	6,287	237	482	0	163	27
MICHIGAN	1,836	4,620	12,917	4,019	.	42	19	32
MINNESOTA	1,660	4,180	3,346	691	13	17	16	26
MISSISSIPPI	419	1,778	3,780	53	2	80	83	48
MISSOURI	742	3,519	6,474	1,651	72	0	3	83
MONTANA	199	409	555	8	15	0	1	2
NEBRASKA	1,367	2,375	2,151	77	15	9	23	23
NEVADA	105	436	956	201	0	0	1	4
NEW HAMPSHIRE	413	290	246	0	39	2	24	1
NEW JERSEY	171	688	2,983	658	642	0	6	27
NEW MEXICO	96	214	1,635	54	0	4	0	16
NEW YORK	1,726	1,564	9,760	2,396	538	26	123	59
NORTH CAROLINA	4,203	9,745	13,604	895	166	35	15	132
NORTH DAKOTA	384	560	249	8	4	7	9	4
OHIO	16,377	30,737	3,638	306	0	197	0	167
OKLAHOMA	963	4,195	3,710	38	3	28	5	27
OREGON	1,156	1,117	1,762	140	26	8	40	19
PENNSYLVANIA	2,469	8,801	14,895	1,104	140	65	34	48
PUERTO RICO	3,988	1,618	6,125	1,012	182	30	24	157
RHODE ISLAND	27	59	941	5	82	0	13	4
SOUTH CAROLINA	610	4,876	11,367	414	6	47	13	122
SOUTH DAKOTA	257	721	357	21	25	16	21	5
TENNESSEE	1,278	5,224	8,322	152	127	8	10	93
TEXAS	373	4,856	18,288	694	15	62	4	107
UTAH	174	355	2,505	243	1	1	0	3
VERMONT	806	201	221	20	23	1	12	13
VIRGINIA	304	3,321	10,555	174	41	88	39	70
WASHINGTON	888	2,724	3,321	38	21	4	1	11
WEST VIRGINIA	874	4,486	3,694	26	0	3	3	89
WISCONSIN	970	4,646	6,944	380	6	60	6	44
WYOMING	55	176	368	31	1	26	5	6
AMERICAN SAMOA	0	21	33	0	0	0	0	0
GUAM	4	43	50	1	0	0	0	0
NORTHERN MARIANAS	23	23	0	5	0	1	0	0
PALAU	0	1	3	0	0	0	0	1
VIRGIN ISLANDS	22	402	160	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	183	200	132	9	2	2	18	0
U.S. AND OUTLYING AREAS	85,996	180,643	308,646	24,843	5,326	2,219	1,483	2,630
50 STATES, D.C. & P.R.	85,764	179,953	308,268	24,828	5,324	2,216	1,465	2,628

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20.78	54.85	21.21	1.87	0.20	0.73	0.16	0.19
ALASKA	15.22	32.45	51.32	1.01	0.00	0.00	0.00	0.00
ARIZONA	11.13	19.66	64.93	2.32	1.43	0.05	0.12	0.36
ARKANSAS	8.98	52.21	35.18	0.07	1.61	0.70	0.85	0.40
CALIFORNIA	7.83	12.85	71.18	4.91	1.95	0.00	0.18	1.10
COLORADO	34.25	24.96	38.55	1.11	0.18	0.15	0.24	0.57
CONNECTICUT	9.54	23.85	56.66	5.32	3.36	0.18	0.94	0.15
DELAWARE	7.16	51.89	35.36	3.63	0.00	0.00	1.37	0.59
DISTRICT OF COLUMBIA	7.23	50.35	.	.	.	22.49	19.93	.
FLORIDA	20.84	17.08	57.29	4.27	0.26	0.15	0.04	0.07
GEORGIA	4.78	26.44	67.01	0.61	0.01	0.98	0.02	0.15
HAWAII	8.66	45.35	36.54	0.35	0.03	3.25	0.00	5.82
IDAHO	24.56	40.97	33.33	0.71	0.33	0.00	0.00	0.09
ILLINOIS	7.11	5.00	73.15	10.05	4.13	0.13	0.32	0.12
INDIANA	12.90	16.39	68.77	0.82	0.00	0.46	0.30	0.36
IOWA	33.50	37.09	26.00	2.74	.	0.37	0.23	0.09
KANSAS	21.54	32.23	42.88	1.67	0.24	0.32	0.94	0.17
KENTUCKY	20.49	47.73	30.31	0.48	0.03	0.20	0.10	0.67
LOUISIANA	8.89	15.27	70.74	2.10	0.57	1.60	0.00	0.83
MAINE	6.78	33.18	56.92	0.82	1.65	0.00	0.37	0.27
MARYLAND	8.81	16.16	58.91	13.01	2.54	0.04	0.33	0.21
MASSACHUSETTS	23.21	22.24	47.66	1.80	3.65	0.00	1.24	0.20
MICHIGAN	7.82	19.67	55.00	17.11	.	0.18	0.08	0.14
MINNESOTA	16.69	42.01	33.63	6.95	0.13	0.17	0.16	0.26
MISSISSIPPI	6.71	28.48	60.55	0.85	0.03	1.28	1.33	0.77
MISSOURI	5.92	28.05	51.61	13.16	0.57	0.00	0.02	0.66
MONTANA	16.74	34.40	46.68	0.67	1.26	0.00	0.08	0.17
NEBRASKA	22.63	39.32	35.61	1.27	0.25	0.15	0.38	0.38
NEVADA	6.17	25.60	56.14	11.80	0.00	0.00	0.06	0.23
NEW HAMPSHIRE	40.69	28.57	24.24	0.00	3.84	0.20	2.36	0.10
NEW JERSEY	3.30	13.29	57.64	12.71	12.41	0.00	0.12	0.52
NEW MEXICO	4.75	10.60	80.98	2.67	0.00	0.20	0.00	0.79
NEW YORK	10.66	9.66	60.28	14.80	3.32	0.16	0.76	0.36
NORTH CAROLINA	14.60	33.84	47.24	3.11	0.58	0.12	0.05	0.46
NORTH DAKOTA	31.35	45.71	20.33	0.65	0.33	0.57	0.73	0.33
OHIO	31.85	59.77	7.07	0.60	0.00	0.38	0.00	0.32
OKLAHOMA	10.74	46.77	41.36	0.42	0.03	0.31	0.06	0.30
OREGON	27.09	26.17	41.28	3.28	0.61	0.19	0.94	0.45
PENNSYLVANIA	8.96	31.94	54.05	4.01	0.51	0.24	0.12	0.17
PUERTO RICO	30.36	12.32	46.63	7.70	1.39	0.23	0.18	1.20
RHODE ISLAND	2.39	5.22	83.20	0.44	7.25	0.00	1.15	0.35
SOUTH CAROLINA	3.49	27.93	65.12	2.37	0.03	0.27	0.07	0.70
SOUTH DAKOTA	18.06	50.67	25.09	1.48	1.76	1.12	1.48	0.35
TENNESSEE	8.40	34.34	54.70	1.00	0.83	0.05	0.07	0.61
TEXAS	1.53	19.90	74.95	2.84	0.06	0.25	0.02	0.44
UTAH	5.30	10.82	76.33	7.40	0.03	0.03	0.00	0.09
VERMONT	62.14	15.50	17.04	1.54	1.77	0.08	0.93	1.00
VIRGINIA	2.08	22.76	72.33	1.19	0.28	0.60	0.27	0.48
WASHINGTON	12.67	38.87	47.39	0.54	0.30	0.06	0.01	0.16
WEST VIRGINIA	9.53	48.89	40.26	0.28	0.00	0.03	0.03	0.97
WISCONSIN	7.43	35.59	53.19	2.91	0.05	0.46	0.05	0.34
WYOMING	8.23	26.35	55.09	4.64	0.15	3.89	0.75	0.90
AMERICAN SAMOA	0.00	38.89	61.11	0.00	0.00	0.00	0.00	0.00
GUAM	4.08	43.88	51.02	1.02	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	44.23	44.23	0.00	9.62	0.00	1.92	0.00	0.00
PALAU	0.00	20.00	60.00	0.00	0.00	0.00	0.00	20.00
VIRGIN ISLANDS	3.76	68.72	27.35	0.00	0.00	0.00	0.00	0.17
BUR. OF INDIAN AFFAIRS	33.52	36.63	24.18	1.65	0.37	0.37	3.30	0.00
U.S. AND OUTLYING AREAS	14.06	29.53	50.45	4.06	0.87	0.36	0.24	0.43
50 STATES, D.C. & P.R.	14.05	29.48	50.50	4.07	0.87	0.36	0.24	0.43

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2,484	1,768	605	113	75	33	194	63
ALASKA	192	238	173	180	9	1	9	1
ARIZONA	1,370	1,319	2,148	380	480	9	83	44
ARKANSAS	80	149	152	0	32	0	24	12
CALIFORNIA	2,820	2,350	7,960	542	5,687	0	1,408	415
COLORADO	4,199	1,300	1,517	344	220	154	681	190
CONNECTICUT	2,230	1,212	2,344	311	777	44	449	53
DELAWARE	101	250	123	106	3	13	28	12
DISTRICT OF COLUMBIA	79	215	.	.	21	239	560	3
FLORIDA	13,882	7,522	13,450	730	513	326	61	63
GEORGIA	5,027	8,578	8,427	883	6	625	27	65
HAWAII	783	1,395	729	66	22	0	44	108
IDAHO	281	173	160	46	34	3	3	25
ILLINOIS	4,176	5,109	11,210	5,372	3,211	224	445	60
INDIANA	3,540	1,275	5,439	301	12	338	248	216
IOWA	3,395	2,914	2,265	693	.	186	141	21
KANSAS	1,759	1,076	818	347	72	73	42	15
KENTUCKY	1,178	1,502	2,223	271	3	245	154	165
LOUISIANA	728	1,000	3,056	157	10	425	0	102
MAINE	1,191	1,204	943	89	206	4	213	49
MARYLAND	1,588	1,019	3,165	856	1,658	152	163	68
MASSACHUSETTS	2,501	1,096	3,728	1,856	2,710	120	307	90
MICHIGAN	5,552	4,922	5,272	2,191	.	278	165	38
MINNESOTA	9,121	3,196	2,088	2,342	181	385	331	74
MISSISSIPPI	101	141	230	6	21	8	46	24
MISSOURI	3,279	2,758	2,443	472	326	0	12	137
MONTANA	370	270	217	52	41	2	32	4
NEBRASKA	1,006	653	1,018	60	32	3	36	11
NEVADA	521	386	574	141	0	0	1	19
NEW HAMPSHIRE	1,334	336	154	20	253	38	211	11
NEW JERSEY	2,590	2,212	3,517	1,171	3,374	11	24	397
NEW MEXICO	622	504	1,817	82	0	141	23	69
NEW YORK	8,992	3,388	18,141	6,223	2,665	1,322	1,806	1,461
NORTH CAROLINA	3,016	2,164	4,245	379	20	107	0	171
NORTH DAKOTA	558	254	75	8	10	24	37	5
OHIO	3,608	4,934	2,163	3,208	0	48	0	488
OKLAHOMA	836	1,227	1,510	77	5	77	24	79
OREGON	1,820	540	942	404	365	84	85	86
PENNSYLVANIA	3,068	4,653	7,861	1,336	1,239	467	199	99
PUERTO RICO	334	66	355	11	7	1	1	48
RHODE ISLAND	534	318	779	8	318	102	292	44
SOUTH CAROLINA	567	2,207	2,815	253	31	39	16	121
SOUTH DAKOTA	248	141	110	33	16	23	42	5
TENNESSEE	832	915	1,353	141	172	16	15	97
TEXAS	5,081	16,402	11,906	839	35	3	8	1,241
UTAH	1,344	947	1,297	146	0	16	0	74
VERMONT	1,298	181	178	134	140	6	94	31
VIRGINIA	2,323	3,454	5,133	950	548	359	266	180
WASHINGTON	1,700	1,529	1,380	194	58	26	18	45
WEST VIRGINIA	752	669	668	11	2	12	6	46
WISCONSIN	4,916	6,850	3,646	433	52	151	33	78
WYOMING	229	235	317	52	4	39	51	13
AMERICAN SAMOA	0	4	0	1	0	0	0	0
GUAM	3	0	9	0	0	0	0	0
NORTHERN MARIANAS	1	2	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	6	19	13	0	0	0	4	2
BUR. OF INDIAN AFFAIRS	303	275	103	1	5	2	128	0
U.S. AND OUTLYING AREAS	120,449	109,416	152,965	35,022	25,681	7,004	9,297	7,038
50 STATES, D.C. & P.R.	120,136	109,116	152,839	35,020	25,676	7,002	9,158	7,036

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	46.56	33.14	11.34	2.12	1.41	0.62	3.64	1.18
ALASKA	23.91	29.64	21.54	22.42	1.12	0.12	1.12	0.12
ARIZONA	23.49	22.61	36.82	6.51	8.23	0.15	1.42	0.75
ARKANSAS	17.82	33.18	33.85	0.00	7.13	0.00	5.35	2.67
CALIFORNIA	13.31	11.09	37.58	2.56	26.85	0.00	6.65	1.96
COLORADO	48.80	15.11	17.63	4.00	2.56	1.79	7.91	2.21
CONNECTICUT	30.05	16.33	31.59	4.19	10.47	0.59	6.05	0.71
DELAWARE	15.88	39.31	19.34	16.67	0.47	2.04	4.40	1.89
DISTRICT OF COLUMBIA	7.07	19.25	.	.	1.88	21.40	50.13	0.27
FLORIDA	37.98	20.58	36.80	2.00	1.40	0.89	0.17	0.17
GEORGIA	21.27	36.29	35.65	3.74	0.03	2.64	0.11	0.27
HAWAII	24.88	44.33	23.16	2.10	0.70	0.00	1.40	3.43
IDAHO	38.76	23.86	22.07	6.34	4.69	0.41	0.41	3.45
ILLINOIS	14.01	17.14	37.61	18.02	10.77	0.75	1.49	0.20
INDIANA	31.14	11.21	47.84	2.65	0.11	2.97	2.18	1.90
IOWA	35.31	30.31	23.56	7.21	.	1.93	1.47	0.22
KANSAS	41.86	25.61	19.47	8.26	1.71	1.74	1.00	0.36
KENTUCKY	20.52	26.16	38.72	4.72	0.05	4.27	2.68	2.87
LOUISIANA	13.29	18.25	55.79	2.87	0.18	7.76	0.00	1.86
MAINE	30.55	30.88	24.19	2.28	5.28	0.10	5.46	1.26
MARYLAND	18.32	11.75	36.51	9.87	19.13	1.75	1.88	0.78
MASSACHUSETTS	20.16	8.83	30.05	14.96	21.84	0.97	2.47	0.73
MICHIGAN	30.14	26.72	28.62	11.90	.	1.51	0.90	0.21
MINNESOTA	51.48	18.04	11.78	13.22	1.02	2.17	1.87	0.42
MISSISSIPPI	17.50	24.44	39.86	1.04	3.64	1.39	7.97	4.16
MISSOURI	34.78	29.26	25.91	5.01	3.46	0.00	0.13	1.45
MONTANA	37.45	27.33	21.96	5.26	4.15	0.20	3.24	0.40
NEBRASKA	35.69	23.16	36.11	2.13	1.14	0.11	1.28	0.39
NEVADA	31.73	23.51	34.96	8.59	0.00	0.00	0.06	1.16
NEW HAMPSHIRE	56.60	14.26	6.53	0.85	10.73	1.61	8.95	0.47
NEW JERSEY	19.48	16.64	26.45	8.81	25.38	0.08	0.18	2.99
NEW MEXICO	19.09	15.47	55.77	2.52	0.00	4.33	0.71	2.12
NEW YORK	20.44	7.70	41.23	14.14	6.06	3.00	4.10	3.32
NORTH CAROLINA	29.86	21.42	42.02	3.75	0.20	1.06	0.00	1.69
NORTH DAKOTA	57.47	26.16	7.72	0.82	1.03	2.47	3.81	0.51
OHIO	24.97	34.15	14.97	22.20	0.00	0.33	0.00	3.38
OKLAHOMA	21.80	31.99	39.37	2.01	0.13	2.01	0.63	2.06
OREGON	42.07	12.48	21.78	9.34	8.44	1.94	1.96	1.99
PENNSYLVANIA	16.21	24.59	41.54	7.06	6.55	2.47	1.05	0.52
PUERTO RICO	40.58	8.02	43.13	1.34	0.85	0.12	0.12	5.83
RHODE ISLAND	22.30	13.28	32.53	0.33	13.28	4.26	12.19	1.84
SOUTH CAROLINA	9.37	36.49	46.54	4.18	0.51	0.64	0.26	2.00
SOUTH DAKOTA	40.13	22.82	17.80	5.34	2.59	3.72	6.80	0.81
TENNESSEE	23.50	25.84	38.21	3.98	4.86	0.45	0.42	2.74
TEXAS	14.31	46.18	33.52	2.36	0.10	0.01	0.02	3.49
UTAH	35.15	24.76	33.92	3.82	0.00	0.42	0.00	1.94
VERMONT	62.95	8.78	8.63	6.50	6.79	0.29	4.56	1.50
VIRGINIA	17.58	26.14	38.85	7.19	4.15	2.72	2.01	1.36
WASHINGTON	34.34	30.89	27.88	3.92	1.17	0.53	0.36	0.91
WEST VIRGINIA	34.72	30.89	30.84	0.51	0.09	0.55	0.28	2.12
WISCONSIN	30.42	42.39	22.56	2.68	0.32	0.93	0.20	0.48
WYOMING	24.36	25.00	33.72	5.53	0.43	4.15	5.43	1.38
AMERICAN SAMOA	0.00	80.00	0.00	20.00	0.00	0.00	0.00	0.00
GUAM	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	13.64	43.18	29.55	0.00	0.00	0.00	9.09	4.55
BUR. OF INDIAN AFFAIRS	37.09	33.66	12.61	0.12	0.61	0.24	15.67	0.00
U.S. AND OUTLYING AREAS	25.80	23.44	32.76	7.50	5.50	1.50	1.99	1.51
50 STATES, D.C. & P.R.	25.78	23.42	32.80	7.52	5.51	1.50	1.97	1.51

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	71	303	667	149	1	118	19	31
ALASKA	77	72	334	12	0	0	1	7
ARIZONA	185	195	891	61	101	177	2	44
ARKANSAS	48	157	635	16	55	14	82	42
CALIFORNIA	390	489	3,318	534	248	78	13	198
COLORADO	937	474	1,260	217	10	16	10	55
CONNECTICUT	329	417	774	222	152	22	57	20
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	14	28	.	.	.	91	131	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	220	216	0	0	0	0	0	0
HAWAII	6	15	232	2	1	0	0	6
IDAHO	83	96	290	12	1	0	0	6
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	82	33	816	43	0	98	34	37
IOWA	32	26	193	65	.	5	6	3
KANSAS	731	567	706	219	43	29	33	26
KENTUCKY	359	546	1,086	91	4	11	7	87
LOUISIANA	32	23	686	40	2	55	0	128
MAINE	511	787	1,146	32	35	3	38	26
MARYLAND	834	858	2,569	1,050	578	18	89	41
MASSACHUSETTS	318	314	957	191	348	115	228	90
MICHIGAN	71	82	805	1,719	.	7	.	83
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	10	19	287	50	0	76	9	35
MISSOURI	81	145	387	155	25	0	11	24
MONTANA	95	115	306	8	4	28	6	6
NEBRASKA	21	27	276	26	2	5	4	18
NEVADA	13	62	269	259	0	0	1	15
NEW HAMPSHIRE	154	59	62	0	33	1	33	16
NEW JERSEY	1,794	2,679	5,958	2,963	3,762	51	45	241
NEW MEXICO	57	112	860	6	0	35	0	54
NEW YORK	2,967	2,624	8,316	3,545	2,172	125	593	344
NORTH CAROLINA	58	100	1,040	234	77	127	49	66
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1,061	4,738	2,980	3,951	0	1	0	136
OKLAHOMA	118	302	1,037	50	0	18	2	93
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	81	84	1,080	366	77	19	14	61
PUERTO RICO	165	67	474	93	11	0	0	421
RHODE ISLAND	1	12	185	4	71	0	9	3
SOUTH CAROLINA	3	23	108	9	0	95	0	3
SOUTH DAKOTA	94	159	208	12	33	18	57	7
TENNESSEE	67	133	1,139	199	108	20	1	74
TEXAS	589	4,019	4,929	450	16	41	2	311
UTAH	44	31	703	548	6	0	0	23
VERMONT	32	10	20	0	0	0	3	4
VIRGINIA	88	239	1,177	172	46	20	15	29
WASHINGTON	309	568	1,789	58	15	22	4	40
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	2	102	5	0	0	1	0	0
AMERICAN SAMOA	0	3	21	0	0	0	0	1
GUAM	15	21	29	3	0	0	0	0
NORTHERN MARIANAS	15	14	9	0	0	0	0	2
PALAU	1	0	4	1	0	0	0	0
VIRGIN ISLANDS	0	1	31	0	0	0	12	3
BUR. OF INDIAN AFFAIRS	49	94	56	6	4	0	34	0
U.S. AND OUTLYING AREAS	13,314	22,260	51,110	17,843	8,041	1,560	1,654	2,960
50 STATES, D.C. & P.R.	13,234	22,127	50,960	17,833	8,037	1,560	1,608	2,954

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.22	22.30	49.08	10.96	0.07	8.68	1.40	2.28
ALASKA	15.31	14.31	66.40	2.39	0.00	0.00	0.20	1.39
ARIZONA	11.17	11.78	53.80	3.68	6.10	10.69	0.12	2.66
ARKANSAS	4.58	14.97	60.53	1.53	5.24	1.33	7.82	4.00
CALIFORNIA	7.40	9.28	62.98	10.14	4.71	1.48	0.25	3.76
COLORADO	31.45	15.91	42.30	7.28	0.34	0.54	0.34	1.85
CONNECTICUT	16.51	20.92	38.84	11.14	7.63	1.10	2.86	1.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	5.30	10.61	.	.	.	34.47	49.62	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	50.46	49.54	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	2.29	5.73	88.55	0.76	0.38	0.00	0.00	2.29
IDAHO	17.01	19.67	59.43	2.46	0.20	0.00	0.00	1.23
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	7.17	2.89	71.39	3.76	0.00	8.57	2.97	3.24
IOWA	9.70	7.88	58.48	19.70	.	1.52	1.82	0.91
KANSAS	31.05	24.09	29.99	9.30	1.83	1.23	1.40	1.10
KENTUCKY	16.39	24.92	49.57	4.15	0.18	0.50	0.32	3.97
LOUISIANA	3.31	2.38	71.01	4.14	0.21	5.69	0.00	13.25
MAINE	19.82	30.53	44.45	1.24	1.36	0.12	1.47	1.01
MARYLAND	13.81	14.21	42.55	17.39	9.57	0.30	1.47	0.68
MASSACHUSETTS	12.42	12.26	37.37	7.46	13.59	4.49	8.90	3.51
MICHIGAN	2.57	2.96	29.09	62.13	.	0.25	.	3.00
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2.06	3.91	59.05	10.29	0.00	15.64	1.85	7.20
MISSOURI	9.78	17.51	46.74	18.72	3.02	0.00	1.33	2.90
MONTANA	16.73	20.25	53.87	1.41	0.70	4.93	1.06	1.06
NEBRASKA	5.54	7.12	72.82	6.86	0.53	1.32	1.06	4.75
NEVADA	2.10	10.02	43.46	41.84	0.00	0.00	0.16	2.42
NEW HAMPSHIRE	43.02	16.48	17.32	0.00	9.22	0.28	9.22	4.47
NEW JERSEY	10.26	15.31	34.06	16.94	21.51	0.29	0.26	1.38
NEW MEXICO	5.07	9.96	76.51	0.53	0.00	3.11	0.00	4.80
NEW YORK	14.34	12.68	40.20	17.14	10.50	0.60	2.87	1.66
NORTH CAROLINA	3.31	5.71	59.39	13.36	4.40	7.25	2.80	3.77
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	8.25	36.82	23.16	30.71	0.00	0.01	0.00	1.06
OKLAHOMA	7.28	18.64	64.01	3.09	0.00	1.11	0.12	5.74
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.55	4.71	60.61	20.54	4.32	1.07	0.79	3.42
PUERTO RICO	13.40	5.44	38.51	7.55	0.89	0.00	0.00	34.20
RHODE ISLAND	0.35	4.21	64.91	1.40	24.91	0.00	3.16	1.05
SOUTH CAROLINA	1.24	9.54	44.81	3.73	0.00	19.42	0.00	1.24
SOUTH DAKOTA	15.99	27.04	35.37	2.04	5.61	3.06	9.69	1.19
TENNESSEE	3.85	7.64	65.42	11.43	6.20	1.15	0.06	4.25
TEXAS	5.69	38.80	47.59	4.34	0.15	0.40	0.02	3.00
UTAH	3.25	2.29	51.88	40.44	0.44	0.00	0.00	1.70
VERMONT	46.38	14.49	28.99	0.00	0.00	0.00	4.35	5.80
VIRGINIA	4.93	13.38	65.90	9.63	2.58	1.12	0.84	1.62
WASHINGTON	11.02	20.25	63.78	2.07	0.53	0.78	0.14	1.43
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	1.82	92.73	4.55	0.00	0.00	0.91	0.00	0.00
AMERICAN SAMOA	0.00	12.00	84.00	0.00	0.00	0.00	0.00	4.00
GUAM	22.06	30.88	42.65	4.41	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	37.50	35.00	22.50	0.00	0.00	0.00	0.00	5.00
PALAU	16.67	0.00	66.67	16.67	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	2.13	65.96	0.00	0.00	0.00	25.53	6.38
BUR. OF INDIAN AFFAIRS	20.16	38.68	23.05	2.47	1.65	0.00	13.99	0.00
U.S. AND OUTLYING AREAS	11.21	18.75	43.04	15.03	6.77	1.31	1.39	2.49
50 STATES, D.C. & P.R.	11.19	18.70	43.07	15.07	6.79	1.32	1.36	2.50

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	478	211	65	45	0	204	2	2
ALASKA	117	64	69	2	0	0	0	1
ARIZONA	1,044	364	232	0	3	305	0	3
ARKANSAS	187	200	58	55	4	92	1	2
CALIFORNIA	3,538	1,450	3,625	51	75	778	11	17
COLORADO	786	101	175	63	0	61	2	7
CONNECTICUT	375	137	52	53	88	1	43	0
DELAWARE	48	107	9	69	0	1	1	0
DISTRICT OF COLUMBIA	6	11	.	.	.	4	4	.
FLORIDA	1,136	480	835	12	19	498	1	1
GEORGIA	411	328	434	181	1	96	1	1
HAWAII	82	123	71	0	1	0	2	1
IDAHO	147	56	17	1	0	64	0	1
ILLINOIS	805	834	1,254	71	28	223	30	2
INDIANA	878	143	377	1	0	256	11	2
IOWA	283	124	78	0	.	87	0	0
KANSAS	250	127	76	132	0	0	0	1
KENTUCKY	312	144	69	1	17	153	1	2
LOUISIANA	472	365	276	3	8	209	0	4
MAINE	142	44	15	25	0	16	1	1
MARYLAND	492	158	238	16	6	374	0	2
MASSACHUSETTS	581	113	379	42	305	0	106	3
MICHIGAN	1,428	508	741	207	.	101	1	7
MINNESOTA	1,127	280	156	127	7	137	3	2
MISSISSIPPI	170	152	98	12	6	139	2	1
MISSOURI	478	296	184	91	11	95	0	3
MONTANA	92	64	17	0	2	27	1	0
NEBRASKA	324	110	136	6	1	8	0	5
NEVADA	197	85	98	3	0	0	0	0
NEW HAMPSHIRE	204	34	8	0	4	1	15	0
NEW JERSEY	407	286	383	165	46	175	0	5
NEW MEXICO	145	85	174	4	1	97	0	2
NEW YORK	2,393	424	1.609	1,014	156	146	27	21
NORTH CAROLINA	1,007	381	259	79	5	276	0	3
NORTH DAKOTA	77	21	1	14	0	21	0	1
OHIO	1,360	657	220	135	0	133	0	7
OKLAHOMA	290	176	154	36	2	104	0	2
OREGON	537	121	86	45	15	122	2	3
PENNSYLVANIA	1,243	435	579	11	142	10	101	6
PUERTO RICO	360	127	200	14	141	0	1	1
RHODE ISLAND	61	37	26	107	2	0	1	0
SOUTH CAROLINA	325	330	248	34	0	114	1	14
SOUTH DAKOTA	60	19	5	16	0	20	0	0
TENNESSEE	471	214	392	86	6	110	0	11
TEXAS	935	1,917	1,993	462	1	43	1	8
UTAH	226	98	124	197	0	0	0	0
VERMONT	98	10	6	1	17	0	20	2
VIRGINIA	479	280	403	7	11	138	2	4
WASHINGTON	652	486	307	4	31	128	0	1
WEST VIRGINIA	156	98	33	24	0	51	0	2
WISCONSIN	654	230	327	103	5	76	0	0
WYOMING	89	60	13	4	2	3	0	0
AMERICAN SAMOA	0	12	0	0	0	0	0	0
GUAM	8	11	12	0	0	0	1	0
NORTHERN MARIANAS	9	2	0	2	0	2	0	0
PALAU	0	1	3	0	0	0	0	0
VIRGIN ISLANDS	4	4	6	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	34	12	2	0	0	0	2	0
U.S. AND OUTLYING AREAS	28,670	13,747	17,407	3,833	1,169	5,699	399	165
50 STATES, D.C. & P.R.	28,615	13,705	17,384	3,831	1,169	5,697	395	164

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.47	20.95	6.45	4.47	0.00	20.26	0.20	0.20
ALASKA	46.25	25.30	27.27	0.79	0.00	0.00	0.00	0.40
ARIZONA	53.51	18.66	11.89	0.00	0.15	15.63	0.00	0.15
ARKANSAS	31.22	33.39	9.68	9.18	0.67	15.36	0.17	0.33
CALIFORNIA	37.07	15.19	37.98	0.53	0.79	8.15	0.12	0.18
COLORADO	65.77	8.45	14.64	5.27	0.00	5.10	0.17	0.59
CONNECTICUT	50.07	18.29	6.94	7.08	11.75	0.13	5.74	0.00
DELAWARE	20.43	45.53	3.83	29.36	0.00	0.43	0.43	0.00
DISTRICT OF COLUMBIA	24.00	44.00	.	.	.	16.00	16.00	.
FLORIDA	38.10	16.10	28.00	0.40	0.64	16.70	0.03	0.03
GEORGIA	28.29	22.57	29.87	12.46	0.07	6.61	0.07	0.07
HAWAII	29.29	43.93	25.36	0.00	0.36	0.00	0.71	0.36
IDAHO	51.40	19.58	5.94	0.35	0.00	22.38	0.00	0.35
ILLINOIS	24.79	25.69	38.62	2.19	0.86	6.87	0.92	0.06
INDIANA	52.64	8.57	22.60	0.06	0.00	15.35	0.66	0.12
IOWA	49.48	21.68	13.64	0.00	.	15.21	0.00	0.00
KANSAS	42.66	21.67	12.97	22.53	0.00	0.00	0.00	0.17
KENTUCKY	44.64	20.60	9.87	0.14	2.43	21.89	0.14	0.29
LOUISIANA	35.30	27.30	20.64	0.22	0.60	15.63	0.00	0.30
MAINE	58.20	18.03	6.15	10.25	0.00	6.56	0.41	0.41
MARYLAND	38.26	12.29	18.51	1.24	0.47	29.08	0.00	0.16
MASSACHUSETTS	38.00	7.39	24.79	2.75	19.95	0.00	6.93	0.20
MICHIGAN	47.71	16.97	24.76	6.92	.	3.37	0.03	0.23
MINNESOTA	61.28	15.23	8.48	6.91	0.38	7.45	0.16	0.11
MISSISSIPPI	29.31	26.21	16.90	2.07	1.03	23.97	0.34	0.17
MISSOURI	41.28	25.56	15.89	7.86	0.95	8.20	0.00	0.26
MONTANA	45.32	31.53	8.37	0.00	0.99	13.30	0.49	0.00
NEBRASKA	54.92	18.64	23.05	1.02	0.17	1.36	0.00	0.85
NEVADA	51.44	22.19	25.59	0.78	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	76.69	12.78	3.01	0.00	1.50	0.38	5.64	0.00
NEW JERSEY	27.74	19.50	26.11	11.25	3.14	11.93	0.00	0.34
NEW MEXICO	28.54	16.73	34.25	0.79	0.20	19.09	0.00	0.39
NEW YORK	41.33	7.32	27.79	17.51	2.69	2.52	0.47	0.36
NORTH CAROLINA	50.10	18.96	12.89	3.93	0.25	13.73	0.00	0.15
NORTH DAKOTA	57.04	15.56	0.74	10.37	0.00	15.56	0.00	0.74
OHIO	54.14	26.15	8.76	5.37	0.00	5.29	0.00	0.28
OKLAHOMA	37.96	23.04	20.16	4.71	0.26	13.61	0.00	0.26
OREGON	57.68	13.00	9.24	4.83	1.61	13.10	0.21	0.32
PENNSYLVANIA	49.19	17.21	22.91	0.44	5.62	0.40	4.00	0.24
PUERTO RICO	42.65	15.05	23.70	1.66	16.71	0.00	0.12	0.12
RHODE ISLAND	26.07	15.81	11.11	45.73	0.85	0.00	0.43	0.00
SOUTH CAROLINA	30.49	30.96	23.26	3.19	0.00	10.69	0.09	1.31
SOUTH DAKOTA	50.00	15.83	4.17	13.33	0.00	16.67	0.00	0.00
TENNESSEE	36.51	16.59	30.39	6.67	0.47	8.53	0.00	0.85
TEXAS	17.44	35.76	37.18	8.62	0.02	0.80	0.02	0.15
UTAH	35.04	15.19	19.22	30.54	0.00	0.00	0.00	0.00
VERMONT	63.64	6.49	3.90	0.65	11.04	0.00	12.99	1.30
VIRGINIA	36.18	21.15	30.44	0.53	0.83	10.42	0.15	0.30
WASHINGTON	40.52	30.21	19.08	0.25	1.93	7.96	0.00	0.06
WEST VIRGINIA	42.86	26.92	9.07	6.59	0.00	14.01	0.00	0.55
WISCONSIN	46.88	16.49	23.44	7.38	0.36	5.45	0.00	0.00
WYOMING	52.05	35.09	7.60	2.34	1.17	1.75	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	34.38	37.50	0.00	0.00	0.00	3.13	0.00
NORTHERN MARIANAS	60.00	13.33	0.00	13.33	0.00	13.33	0.00	0.00
PALAU	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	25.00	25.00	37.50	0.00	0.00	0.00	6.25	6.25
BUR. OF INDIAN AFFAIRS	68.00	24.00	4.00	0.00	0.00	0.00	4.00	0.00
U.S. AND OUTLYING AREAS	40.33	19.34	24.49	5.39	1.64	8.02	0.56	0.23
50 STATES, D.C. & P.R.	40.33	19.31	24.50	5.40	1.65	8.03	0.56	0.23

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	325	211	77	3	2	1	1	8
ALASKA	41	16	16	0	0	0	0	0
ARIZONA	459	130	432	33	4	0	0	8
ARKANSAS	73	69	47	0	9	0	3	5
CALIFORNIA	3,137	1,289	5,642	1,012	79	0	4	223
COLORADO	3,714	764	297	45	12	2	25	39
CONNECTICUT	202	38	29	3	3	0	0	0
DELAWARE	228	363	203	21	0	1	6	38
DISTRICT OF COLUMBIA	12	18	.	.	.	38	4	.
FLORIDA	1,692	769	1,696	89	1	3	0	3
GEORGIA	289	279	366	1	0	3	0	1
HAWAII	55	38	26	4	0	0	0	1
IDAHO	73	31	15	2	0	0	0	2
ILLINOIS	891	502	1,133	120	21	2	1	15
INDIANA	956	77	255	4	0	0	0	7
IOWA	396	238	130	3	.	2	3	18
KANSAS	338	74	58	1	1	0	0	5
KENTUCKY	203	136	107	0	1	0	0	9
LOUISIANA	572	347	417	3	2	12	0	33
MAINE	43	19	11	0	0	0	0	0
MARYLAND	220	78	127	10	34	0	0	1
MASSACHUSETTS	629	66	174	6	78	0	10	23
MICHIGAN	5,789	3,277	2,045	517	.	11	5	52
MINNESOTA	950	386	116	35	1	0	2	10
MISSISSIPPI	382	470	570	16	8	7	20	101
MISSOURI	310	180	129	81	4	0	0	14
MONTANA	43	17	9	0	0	0	0	0
NEBRASKA	266	69	82	3	0	0	1	19
NEVADA	146	65	55	2	0	0	0	2
NEW HAMPSHIRE	107	27	7	0	1	0	0	0
NEW JERSEY	595	108	90	26	27	0	0	12
NEW MEXICO	96	40	118	4	0	0	0	11
NEW YORK	1,697	299	551	137	46	4	0	25
NORTH CAROLINA	629	165	215	19	3	0	0	15
NORTH DAKOTA	89	23	15	2	0	0	4	0
OHIO	1,315	599	380	27	0	0	0	35
OKLAHOMA	306	110	53	1	1	0	0	0
OREGON	438	146	167	12	4	1	2	10
PENNSYLVANIA	269	158	662	92	86	2	8	7
PUERTO RICO	389	55	30	5	25	0	0	9
RHODE ISLAND	49	55	33	1	6	0	1	0
SOUTH CAROLINA	124	341	269	18	1	0	0	8
SOUTH DAKOTA	68	17	6	0	0	0	1	0
TENNESSEE	325	212	414	53	2	0	0	92
TEXAS	982	2,450	1,412	65	0	0	0	219
UTAH	54	36	63	1	0	0	0	17
VERMONT	62	8	3	0	0	0	0	2
VIRGINIA	369	139	334	3	1	0	0	6
WASHINGTON	476	246	158	3	0	1	0	4
WEST VIRGINIA	116	41	30	0	0	0	0	2
WISCONSIN	546	316	470	6	1	0	0	24
WYOMING	85	27	21	1	0	0	0	2
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	9	0	1	0	0	0	0	0
NORTHERN MARIANAS	6	1	0	0	0	0	0	0
PALAU	1	0	5	0	0	0	0	0
VIRGIN ISLANDS	12	0	1	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	12	1	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	31,660	15,637	19,772	2,490	464	90	102	1,138
50 STATES, D.C. & P.R.	31,620	15,634	19,765	2,490	464	90	101	1,137

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ORTHOPEDIC IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	51.75	33.60	12.26	0.48	0.32	0.16	0.16	1.27
ALASKA	56.16	21.92	21.92	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.06	12.20	40.53	3.10	0.38	0.00	0.00	0.75
ARKANSAS	35.44	33.50	22.82	0.00	4.37	0.00	1.46	2.43
CALIFORNIA	27.55	11.32	49.55	8.89	0.69	0.00	0.04	1.96
COLORADO	75.83	15.60	6.06	0.92	0.24	0.04	0.51	0.80
CONNECTICUT	73.45	13.82	10.55	1.09	1.09	0.00	0.00	0.00
DELAWARE	26.51	42.21	23.60	2.44	0.00	0.12	0.70	4.42
DISTRICT OF COLUMBIA	16.67	25.00	.	.	.	52.78	5.56	.
FLORIDA	39.78	18.08	39.88	2.09	0.02	0.07	0.00	0.07
GEORGIA	30.78	29.71	38.98	0.11	0.00	0.32	0.00	0.11
HAWAII	44.35	30.65	20.97	3.23	0.00	0.00	0.00	0.81
IDAHO	59.35	25.20	12.20	1.63	0.00	0.00	0.00	1.63
ILLINOIS	33.18	18.70	42.20	4.47	0.78	0.07	0.04	0.56
INDIANA	73.60	5.93	19.63	0.31	0.00	0.00	0.00	0.54
IOWA	50.13	30.13	16.46	0.38	.	0.25	0.38	2.28
KANSAS	70.86	15.51	12.16	0.21	0.21	0.00	0.00	1.05
KENTUCKY	44.52	29.82	23.46	0.00	0.22	0.00	0.00	1.97
LOUISIANA	41.27	25.04	30.09	0.22	0.14	0.87	0.00	2.38
MAINE	58.90	26.03	15.07	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.81	16.60	27.02	2.13	7.23	0.00	0.00	0.21
MASSACHUSETTS	63.79	6.69	17.65	0.61	7.91	0.00	1.01	2.33
MICHIGAN	49.50	28.02	17.48	4.42	.	0.09	0.04	0.44
MINNESOTA	63.33	25.73	7.73	2.33	0.07	0.00	0.13	0.67
MISSISSIPPI	24.27	29.86	36.21	1.02	0.51	0.44	1.27	6.42
MISSOURI	43.18	25.07	17.97	11.28	0.56	0.00	0.00	1.95
MONTANA	62.32	24.64	13.04	0.00	0.00	0.00	0.05	0.00
NEBRASKA	60.45	15.68	18.64	0.68	0.00	0.00	0.23	4.32
NEVADA	54.07	24.07	20.37	0.74	0.00	0.00	0.00	0.74
NEW HAMPSHIRE	75.35	19.01	4.93	0.00	0.70	0.00	0.00	0.00
NEW JERSEY	69.35	12.59	10.49	3.03	3.15	0.00	0.00	1.40
NEW MEXICO	35.69	14.87	43.87	1.49	0.00	0.00	0.00	4.09
NEW YORK	61.51	10.84	19.97	4.97	1.67	0.14	0.00	0.91
NORTH CAROLINA	60.13	15.77	20.55	1.82	0.29	0.00	0.00	1.43
NORTH DAKOTA	66.92	17.29	11.28	1.50	0.00	0.00	3.01	0.00
OHIO	55.81	25.42	16.13	1.15	0.00	0.00	0.00	1.49
OKLAHOMA	64.97	23.35	11.25	0.21	0.21	0.00	0.00	0.00
OREGON	56.15	18.72	21.41	1.54	0.51	0.13	0.26	1.28
PENNSYLVANIA	20.95	12.31	51.56	7.17	6.70	0.16	0.62	0.55
PUERTO RICO	75.83	10.72	5.85	0.97	4.87	0.00	0.00	1.75
RHODE ISLAND	33.79	37.93	22.76	0.69	4.14	0.00	0.69	0.00
SOUTH CAROLINA	16.29	44.81	35.35	2.37	0.13	0.00	0.00	1.05
SOUTH DAKOTA	73.91	18.48	6.52	0.00	0.00	0.00	1.09	0.00
TENNESSEE	29.60	19.31	37.70	4.83	0.18	0.00	0.00	8.38
TEXAS	19.15	47.78	27.54	1.27	0.00	0.00	0.00	4.27
UTAH	31.58	21.05	36.84	0.58	0.00	0.00	0.00	9.94
VERMONT	82.67	10.67	4.00	0.00	0.00	0.00	0.00	2.67
VIRGINIA	43.31	16.31	39.20	0.35	0.12	0.00	0.00	0.70
WASHINGTON	53.60	27.70	17.79	0.34	0.00	0.11	0.00	0.45
WEST VIRGINIA	61.38	21.69	15.87	0.00	0.00	0.00	0.00	1.06
WISCONSIN	40.06	23.18	34.48	0.44	0.07	0.00	0.00	1.76
WYOMING	62.50	19.85	15.44	0.74	0.00	0.00	0.00	1.47
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.00	0.00	10.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	16.67	0.00	83.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	85.71	0.00	7.14	0.00	0.00	0.00	7.14	0.00
BUR. OF INDIAN AFFAIRS	85.71	7.14	0.00	0.00	0.00	0.00	0.00	7.14
U.S. AND OUTLYING AREAS	44.37	21.91	27.71	3.49	0.65	0.13	0.14	1.59
50 STATES, D.C. & P.R.	44.35	21.93	27.72	3.49	0.65	0.13	0.14	1.59

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,814	1,198	226	33	1	10	11	35
ALASKA	402	198	90	12	1	0	1	5
ARIZONA	740	503	271	7	2	0	0	24
ARKANSAS	1,731	2,479	603	2	67	1	36	30
CALIFORNIA	8,229	3,130	4,168	103	423	0	21	232
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	4,330	1,412	713	45	165	5	57	16
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	21	30	.	.	1	24	26	2
FLORIDA	3,235	1,278	849	51	18	10	4	805
GEORGIA	3,172	5,125	2,982	12	1	34	1	39
HAWAII	197	601	202	4	8	0	14	15
IDAHO	666	322	93	13	4	0	2	10
ILLINOIS	2,030	2,911	2,023	148	85	5	9	184
INDIANA	1,541	521	627	11	1	6	17	32
IOWA	46	39	8	2	.	0	1	2
KANSAS	2,530	1,290	435	35	19	9	5	20
KENTUCKY	2,528	2,327	627	19	3	14	12	51
LOUISIANA	2,568	2,443	2,065	25	12	37	0	115
MAINE	1,106	682	227	10	9	0	7	21
MARYLAND	3,319	1,622	1,276	88	106	4	6	30
MASSACHUSETTS	359	121	128	15	53	0	27	363
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4,682	1,663	292	129	9	12	21	23
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	3,488	1,978	671	54	22	0	2	60
MONTANA	489	393	105	4	11	2	2	8
NEBRASKA	1,078	542	410	14	8	1	6	44
NEVADA	616	392	187	17	0	1	0	14
NEW HAMPSHIRE	2,499	506	144	1	82	6	77	12
NEW JERSEY	1,752	1,201	689	57	140	0	2	124
NEW MEXICO	546	518	703	8	0	11	8	61
NEW YORK	12,129	3,973	4,543	629	205	9	53	151
NORTH CAROLINA	7,912	3,316	1,768	54	5	26	1	115
NORTH DAKOTA	385	106	22	1	0	2	7	3
OHIO	3,505	476	71	38	0	0	0	1,068
OKLAHOMA	1,567	853	282	8	2	2	1	24
OREGON	2,955	638	482	89	74	11	16	34
PENNSYLVANIA	653	531	293	6	6	6	2	7
PUERTO RICO	793	185	95	6	91	0	0	92
RHODE ISLAND	1,003	411	493	6	39	0	14	133
SOUTH CAROLINA	428	1,979	461	5	0	2	0	24
SOUTH DAKOTA	263	138	33	4	1	0	0	3
TENNESSEE	3,635	3,106	1,299	29	29	2	3	562
TEXAS	7,302	18,411	5,951	168	4	2	0	1,964
UTAH	359	284	339	12	0	1	0	9
VERMONT	912	92	38	8	20	0	10	10
VIRGINIA	3,244	4,306	2,380	53	69	37	17	72
WASHINGTON	7,488	6,393	2,969	140	66	18	9	54
WEST VIRGINIA	920	894	189	0	1	0	0	12
WISCONSIN	1,872	2,041	818	21	3	6	0	33
WYOMING	315	307	170	37	1	9	4	4
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	28	17	10	0	0	0	0	0
NORTHERN MARIANAS	10	1	0	0	0	0	0	0
PALAU	1	1	3	0	0	0	0	0
VIRGIN ISLANDS	17	7	9	0	0	0	0	4
BUR. OF INDIAN AFFAIRS	136	33	2	0	0	0	0	1
U.S. AND OUTLYING AREAS	113,546	83,925	43,534	2,233	1,867	325	512	6,756
50 STATES, D.C. & P.R.	113,354	83,865	43,510	2,233	1,867	325	512	6,751

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	54.51	36.00	6.79	0.99	0.03	0.30	0.33	1.05
ALASKA	56.70	27.93	12.69	1.69	0.14	0.00	0.14	0.71
ARIZONA	47.83	32.51	17.52	0.45	0.13	0.00	0.00	1.55
ARKANSAS	34.98	50.09	12.18	0.04	1.35	0.02	0.73	0.61
CALIFORNIA	50.47	19.20	25.56	0.63	2.59	0.00	0.13	1.42
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	64.21	20.94	10.57	0.67	2.45	0.07	0.85	0.24
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	20.19	28.85	.	.	0.96	23.08	25.00	1.92
FLORIDA	51.76	20.45	13.58	0.82	0.29	0.16	0.06	12.88
GEORGIA	27.91	45.09	26.24	0.11	0.01	0.30	0.01	0.34
HAWAII	18.92	57.73	19.40	0.38	0.77	0.00	1.34	1.44
IDAHO	60.00	29.01	8.38	1.17	0.36	0.00	0.18	0.90
ILLINOIS	27.45	39.36	27.36	2.00	1.15	0.07	0.12	2.49
INDIANA	55.91	18.90	22.75	0.40	0.04	0.22	0.62	1.16
IOWA	46.94	39.80	8.16	2.04	.	0.00	1.02	2.04
KANSAS	58.25	29.70	10.02	0.81	0.44	0.21	0.12	0.46
KENTUCKY	45.30	41.70	11.23	0.34	0.05	0.25	0.22	0.91
LOUISIANA	35.35	33.63	28.42	0.34	0.17	0.51	0.00	1.58
MAINE	53.64	33.07	11.01	0.48	0.44	0.00	0.34	1.02
MARYLAND	51.45	25.14	19.78	1.36	1.64	0.06	0.09	0.47
MASSACHUSETTS	33.68	11.35	12.01	1.41	4.97	0.00	2.53	34.05
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	68.54	24.34	4.27	1.89	0.13	0.18	0.31	0.34
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	55.59	31.52	10.69	0.86	0.35	0.00	0.03	0.96
MONTANA	48.22	38.76	10.36	0.39	1.08	0.20	0.20	0.79
NEBRASKA	51.26	25.77	19.50	0.67	0.38	0.05	0.29	2.09
NEVADA	50.20	31.95	15.24	1.39	0.00	0.08	0.00	1.14
NEW HAMPSHIRE	75.11	15.21	4.33	0.03	2.46	0.18	2.31	0.36
NEW JERSEY	44.19	30.29	17.38	1.44	3.53	0.00	0.05	3.13
NEW MEXICO	29.43	27.92	37.90	0.43	0.00	0.59	0.43	3.29
NEW YORK	55.91	18.32	20.94	2.90	0.95	0.04	0.24	0.70
NORTH CAROLINA	59.95	25.13	13.40	0.41	0.04	0.20	0.01	0.87
NORTH DAKOTA	73.19	20.15	4.18	0.19	0.00	0.38	1.33	0.57
OHIO	67.95	9.23	1.38	0.74	0.00	0.00	0.00	20.71
OKLAHOMA	57.21	31.14	10.30	0.29	0.07	0.07	0.04	0.88
OREGON	68.74	14.84	11.21	2.07	1.72	0.26	0.37	0.79
PENNSYLVANIA	43.42	35.31	19.48	0.40	0.40	0.40	0.13	0.47
PUERTO RICO	62.84	14.66	7.53	0.48	7.21	0.00	0.00	7.29
RHODE ISLAND	47.78	19.58	23.49	0.29	1.86	0.00	0.67	6.34
SOUTH CAROLINA	14.76	68.26	15.90	0.17	0.00	0.07	0.00	0.83
SOUTH DAKOTA	59.50	31.22	7.47	0.90	0.23	0.00	0.00	0.68
TENNESSEE	41.95	35.85	14.99	0.33	0.33	0.02	0.03	6.49
TEXAS	21.60	54.47	17.61	0.50	0.01	0.01	0.00	5.81
UTAH	35.76	28.29	33.76	1.20	0.00	0.10	0.00	0.90
VERMONT	83.67	8.44	3.49	0.73	1.83	0.00	0.92	0.92
VIRGINIA	31.87	42.31	23.38	0.52	0.68	0.36	0.17	0.71
WASHINGTON	43.69	37.31	17.33	0.82	0.39	0.11	0.05	0.32
WEST VIRGINIA	45.63	44.35	9.38	0.00	0.05	0.00	0.00	0.60
WISCONSIN	39.05	42.57	17.06	0.44	0.06	0.13	0.00	0.69
WYOMING	37.19	36.25	20.07	4.37	0.12	1.06	0.47	0.47
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.91	30.91	18.18	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	45.95	18.92	24.32	0.00	0.00	0.00	0.00	10.81
BUR. OF INDIAN AFFAIRS	79.07	19.19	1.16	0.00	0.00	0.00	0.00	0.58
U.S. AND OUTLYING AREAS	44.93	33.21	17.23	0.88	0.74	0.13	0.20	2.67
50 STATES, D.C. & P.R.	44.91	33.22	17.24	0.88	0.74	0.13	0.20	2.67

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	222	61	9	36	0	76	0	2
ALASKA	32	7	5	0	0	0	0	0
ARIZONA	299	136	39	0	0	31	0	3
ARKANSAS	76	46	9	34	3	49	1	1
CALIFORNIA	1,416	592	1,494	57	29	98	6	20
COLORADO	218	17	13	14	0	28	1	0
CONNECTICUT	207	43	73	11	2	2	5	3
DELAWARE	29	26	2	0	1	0	0	0
DISTRICT OF COLUMBIA	3	3	.	.	.	2	.	1
FLORIDA	610	143	155	4	3	140	0	0
GEORGIA	290	146	59	87	0	0	0	0
HAWAII	43	17	11	0	0	0	0	0
IDAHO	68	14	10	0	0	17	0	0
ILLINOIS	442	335	182	18	3	10	0	1
INDIANA	495	41	77	1	0	144	0	2
IOWA	70	27	13	0	.	17	0	0
KANSAS	141	27	11	15	0	0	0	0
KENTUCKY	271	54	21	0	3	60	0	2
LOUISIANA	182	118	94	0	0	27	0	2
MAINE	56	25	9	0	0	0	0	1
MARYLAND	226	65	59	3	32	2	126	2
MASSACHUSETTS	403	105	95	6	30	0	30	1
MICHIGAN	468	159	134	96	.	2	.	3
MINNESOTA	265	40	15	11	0	48	0	1
MISSISSIPPI	69	37	52	3	0	71	0	2
MISSOURI	213	67	23	108	1	0	0	2
MONTANA	29	15	6	0	0	10	0	0
NEBRASKA	123	54	38	1	0	6	0	3
NEVADA	84	22	12	0	0	0	0	0
NEW HAMPSHIRE	113	15	5	0	1	0	4	0
NEW JERSEY	223	63	39	5	16	0	1	1
NEW MEXICO	66	36	60	1	0	30	0	2
NEW YORK	791	139	536	294	31	51	8	37
NORTH CAROLINA	382	110	52	13	1	59	0	4
NORTH DAKOTA	33	12	5	0	0	1	0	0
OHIO	505	244	34	18	0	243	0	5
OKLAHOMA	170	71	30	24	0	56	0	0
OREGON	191	46	28	3	2	48	1	2
PENNSYLVANIA	615	111	173	14	111	3	49	14
PUERTO RICO	329	80	32	50	8	2	0	1
RHODE ISLAND	25	19	17	0	2	0	1	1
SOUTH CAROLINA	142	129	55	12	0	11	0	2
SOUTH DAKOTA	23	8	1	2	0	15	0	0
TENNESSEE	425	160	100	94	2	0	0	10
TEXAS	577	1,047	452	22	2	145	0	20
UTAH	87	26	58	76	0	0	0	0
VERMONT	26	2	4	1	0	0	1	0
VIRGINIA	323	70	43	0	4	48	0	1
WASHINGTON	154	93	30	0	0	52	0	3
WEST VIRGINIA	109	25	9	20	0	37	0	6
WISCONSIN	241	52	61	23	1	23	0	1
WYOMING	32	17	6	1	1	1	0	0
AMERICAN SAMOA	1	2	0	0	0	0	0	0
GUAM	7	3	2	0	0	0	0	0
NORTHERN MARIANAS	2	1	1	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	10	0	2	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	11	5	1	0	0	0	2	4
U.S. AND OUTLYING AREAS	12,663	5,029	4,556	1,178	289	1,665	238	166
50 STATES, D.C. & P.R.	12,632	5,017	4,550	1,178	289	1,665	234	162

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	54.68	15.02	2.22	8.87	0.00	18.72	0.00	0.49
ALASKA	72.73	15.91	11.36	0.00	0.00	0.00	0.00	0.00
ARIZONA	58.86	26.77	7.68	0.00	0.00	6.10	0.00	0.59
ARKANSAS	34.70	21.00	4.11	15.53	1.37	22.37	0.46	0.46
CALIFORNIA	38.15	15.95	40.25	1.54	0.78	2.64	0.16	0.54
COLORADO	74.91	5.84	4.47	4.81	0.00	9.62	0.34	0.00
CONNECTICUT	59.83	12.43	21.10	3.18	0.58	0.58	1.45	0.87
DELAWARE	50.00	44.83	3.45	0.00	1.72	0.00	0.00	0.00
DISTRICT OF COLUMBIA	33.33	33.33	.	.	.	22.22	.	11.11
FLORIDA	57.82	13.55	14.69	0.38	0.28	13.27	0.00	0.00
GEORGIA	49.83	25.09	10.14	14.95	0.00	0.00	0.00	0.00
HAWAII	60.56	23.94	15.49	0.00	0.00	0.00	0.00	0.00
IDAHO	62.39	12.84	9.17	0.00	0.00	15.60	0.00	0.00
ILLINOIS	44.60	33.80	18.37	1.82	0.30	1.01	0.00	0.10
INDIANA	65.13	5.39	10.13	0.13	0.00	18.95	0.00	0.26
IOWA	55.12	21.26	10.24	0.00	.	13.39	0.00	0.00
KANSAS	72.68	13.92	5.67	7.73	0.00	0.00	0.00	0.00
KENTUCKY	65.94	13.14	5.11	0.00	0.73	14.60	0.00	0.49
LOUISIANA	43.03	27.90	22.22	0.00	0.00	6.38	0.00	0.47
MAINE	61.54	27.47	9.89	0.00	0.00	0.00	0.00	1.10
MARYLAND	43.88	12.62	11.46	0.58	6.21	0.39	24.47	0.39
MASSACHUSETTS	60.15	15.67	14.18	0.90	4.48	0.00	4.48	0.15
MICHIGAN	54.29	18.45	15.55	11.14	.	0.23	.	0.35
MINNESOTA	69.74	10.53	3.95	2.89	0.00	12.63	0.00	0.26
MISSISSIPPI	29.49	15.81	22.22	1.28	0.00	30.34	0.00	0.85
MISSOURI	51.45	16.18	5.56	26.09	0.24	0.00	0.00	0.48
MONTANA	48.33	25.00	10.00	0.00	0.00	16.67	0.00	0.00
NEBRASKA	54.67	24.00	16.89	0.44	0.00	2.67	0.00	1.33
NEVADA	71.19	18.64	10.17	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	81.88	10.87	3.62	0.00	0.72	0.00	2.90	0.00
NEW JERSEY	64.08	18.10	11.21	1.44	4.60	0.00	0.29	0.29
NEW MEXICO	33.85	18.46	30.77	0.51	0.00	15.38	0.00	1.03
NEW YORK	41.92	7.37	28.40	15.58	1.64	2.70	0.42	1.96
NORTH CAROLINA	61.51	17.71	8.37	2.09	0.16	9.50	0.00	0.64
NORTH DAKOTA	64.71	23.53	9.80	0.00	0.00	1.96	0.00	0.00
OHIO	48.14	23.26	3.24	1.72	0.00	23.16	0.00	0.48
OKLAHOMA	48.43	20.23	8.55	6.84	0.00	15.95	0.00	0.00
OREGON	59.50	14.33	8.72	0.93	0.62	14.95	0.31	0.62
PENNSYLVANIA	56.42	10.18	15.87	1.28	10.18	0.28	4.50	1.28
PUERTO RICO	65.54	15.94	6.37	9.96	1.59	0.40	0.00	0.20
RHODE ISLAND	38.46	29.23	26.15	0.00	3.08	0.00	1.54	1.54
SOUTH CAROLINA	40.46	36.75	15.67	3.42	0.00	3.13	0.00	0.57
SOUTH DAKOTA	46.94	16.33	2.04	4.08	0.00	30.61	0.00	0.00
TENNESSEE	53.73	20.23	12.64	11.88	0.25	0.00	0.00	1.26
TEXAS	25.47	46.23	19.96	0.97	0.09	6.40	0.00	0.88
UTAH	35.22	10.53	23.48	30.77	0.00	0.00	0.00	0.00
VERMONT	76.47	5.88	11.76	2.94	0.00	0.00	2.94	0.00
VIRGINIA	66.05	14.31	8.79	0.00	0.82	9.82	0.00	0.20
WASHINGTON	46.39	28.01	9.04	0.00	0.00	15.66	0.00	0.90
WEST VIRGINIA	52.91	12.14	4.37	9.71	0.00	17.96	0.00	2.91
WISCONSIN	59.95	12.94	15.17	5.72	0.25	5.72	0.00	0.25
WYOMING	55.17	29.31	10.34	1.72	1.72	1.72	0.00	0.00
AMERICAN SAMOA	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	58.33	25.00	16.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	71.43	0.00	14.29	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	47.83	21.74	4.35	0.00	0.00	0.00	8.70	17.39
U.S. AND OUTLYING AREAS	49.11	19.50	17.67	4.57	1.12	6.46	0.92	0.64
50 STATES, D.C. & P.R.	49.10	19.50	17.69	4.58	1.12	6.47	0.91	0.63

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	143	191	230	45	38	8	9	4
ALASKA	28	33	103	1	0	0	0	0
ARIZONA	206	92	491	25	78	0	0	5
ARKANSAS	100	139	273	2	30	11	1	4
CALIFORNIA	1,491	783	5,010	374	655	0	26	37
COLORADO	176	41	124	4	0	0	1	4
CONNECTICUT	271	220	284	114	115	3	24	1
DELAWARE	3	63	69	111	0	0	2	0
DISTRICT OF COLUMBIA	.	4	.	.	.	2	34	1
FLORIDA	1,137	204	1,562	156	22	0	0	3
GEORGIA	66	118	1,131	31	1	1	2	0
HAWAII	21	50	122	1	3	0	0	1
IDAHO	87	45	101	2	2	0	0	1
ILLINOIS	514	248	1,549	258	398	1	40	4
INDIANA	624	158	1,206	65	0	1	20	6
IOWA	133	122	252	32	.	3	0	1
KANSAS	163	82	214	7	2	0	3	2
KENTUCKY	190	212	322	9	0	0	0	6
LOUISIANA	91	83	818	27	0	9	0	4
MAINE	90	84	162	5	3	0	9	5
MARYLAND	258	208	685	212	140	0	26	1
MASSACHUSETTS	29	7	255	47	157	0	171	3
MICHIGAN	839	501	1,051	1,039	.	7	.	4
MINNESOTA	786	479	616	69	0	1	4	3
MISSISSIPPI	16	29	234	16	3	5	12	4
MISSOURI	373	292	570	91	25	1	0	9
MONTANA	33	41	49	2	2	0	0	0
NEBRASKA	68	62	149	7	2	1	0	0
NEVADA	72	58	126	16	0	0	0	1
NEW HAMPSHIRE	164	48	24	0	17	0	11	7
NEW JERSEY	184	138	685	519	809	0	20	24
NEW MEXICO	19	13	153	4	0	3	0	1
NEW YORK	843	310	2,106	849	693	6	202	31
NORTH CAROLINA	378	213	1,577	182	13	2	0	9
NORTH DAKOTA	36	25	28	0	1	0	8	0
OHIO	738	558	185	87	0	0	0	6
OKLAHOMA	128	114	295	4	2	0	0	4
OREGON	1,124	395	668	57	26	1	9	11
PENNSYLVANIA	323	340	1,649	187	181	4	21	6
PUERTO RICO	32	30	275	43	4	1	0	22
RHODE ISLAND	12	37	147	0	36	0	5	1
SOUTH CAROLINA	28	109	535	31	0	5	2	7
SOUTH DAKOTA	47	39	47	7	9	9	10	0
TENNESSEE	96	73	593	22	17	11	0	7
TEXAS	399	1,329	2,894	123	19	6	8	24
UTAH	70	48	309	44	0	0	0	1
VERMONT	113	19	23	1	4	0	0	2
VIRGINIA	145	176	1,153	205	15	5	29	9
WASHINGTON	259	311	750	11	13	0	1	1
WEST VIRGINIA	77	62	117	2	1	0	0	3
WISCONSIN	294	414	698	30	1	3	0	5
WYOMING	15	19	47	1	0	2	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	2	3	3	0	0	0	0	0
NORTHERN MARIANAS	1	0	1	0	0	0	0	0
PALAU	1	0	0	1	0	0	0	0
VIRGIN ISLANDS	0	3	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	1	2	1	0	0	0	0
U.S. AND OUTLYING AREAS	13,539	9,476	32,727	5,179	3,537	112	710	295
50 STATES, D.C. & P.R.	13,532	9,469	32,716	5,177	3,537	112	710	295

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	21.41	28.59	34.43	6.74	5.69	1.20	1.35	0.60
ALASKA	16.97	20.00	62.42	0.61	0.00	0.00	0.00	0.00
ARIZONA	22.97	10.26	54.74	2.79	8.70	0.00	0.00	0.56
ARKANSAS	17.86	24.82	48.75	0.36	5.36	1.96	0.18	0.71
CALIFORNIA	17.80	9.35	59.81	4.47	7.82	0.00	0.31	0.44
COLORADO	50.29	11.71	35.43	1.14	0.00	0.00	0.29	1.14
CONNECTICUT	26.26	21.32	27.52	11.05	11.14	0.29	2.33	0.10
DELAWARE	1.21	25.40	27.82	44.76	0.00	0.00	0.81	0.00
DISTRICT OF COLUMBIA	.	9.76	.	.	.	4.88	82.93	2.44
FLORIDA	36.87	6.61	50.65	5.06	0.71	0.00	0.00	0.10
GEORGIA	4.89	8.74	83.78	2.30	0.07	0.07	0.15	0.00
HAWAII	10.61	25.25	61.62	0.51	1.52	0.00	0.00	0.51
IDAHO	36.55	18.91	42.44	0.84	0.84	0.00	0.00	0.42
ILLINOIS	17.07	8.23	51.43	8.57	13.21	0.03	1.33	0.13
INDIANA	30.00	7.60	57.98	3.13	0.00	0.05	0.96	0.29
IOWA	24.49	22.47	46.41	5.89	.	0.55	0.00	0.18
KANSAS	34.46	17.34	45.24	1.48	0.42	0.00	0.63	0.42
KENTUCKY	25.71	28.69	43.57	1.22	0.00	0.00	0.00	0.81
LOUISIANA	8.82	8.04	79.26	2.62	0.00	0.87	0.00	0.39
MAINE	25.14	23.46	45.25	1.40	0.84	0.00	2.51	1.40
MARYLAND	16.86	13.59	44.77	13.86	9.15	0.00	1.70	0.07
MASSACHUSETTS	4.33	1.05	38.12	7.03	23.47	0.00	25.56	0.45
MICHIGAN	24.38	14.56	30.54	30.19	.	0.20	.	0.12
MINNESOTA	40.14	24.46	31.46	3.52	0.00	0.05	0.20	0.15
MISSISSIPPI	5.02	9.09	73.35	5.02	0.94	1.57	3.76	1.25
MISSOURI	27.41	21.45	41.88	6.69	1.84	0.07	0.00	0.66
MONTANA	25.98	32.28	38.58	1.57	1.57	0.00	0.00	0.00
NEBRASKA	23.53	21.45	51.56	2.42	0.69	0.35	0.00	0.00
NEVADA	26.37	21.25	46.15	5.86	0.00	0.00	0.00	0.37
NEW HAMPSHIRE	60.52	17.71	8.86	0.00	6.27	0.00	4.06	2.58
NEW JERSEY	7.73	5.80	28.79	21.82	34.01	0.00	0.84	1.01
NEW MEXICO	9.84	6.74	79.27	2.07	0.00	1.55	0.00	0.52
NEW YORK	16.73	6.15	41.79	16.85	13.75	0.12	4.01	0.62
NORTH CAROLINA	15.92	8.97	66.43	7.67	0.55	0.08	0.00	0.38
NORTH DAKOTA	36.73	25.51	28.57	0.00	1.02	0.00	8.16	0.00
OHIO	46.89	35.45	11.75	5.53	0.00	0.00	0.00	0.38
OKLAHOMA	23.40	20.84	53.93	0.73	0.37	0.00	0.00	0.73
OREGON	49.06	17.24	29.16	2.49	1.13	0.04	0.39	0.48
PENNSYLVANIA	11.91	12.54	60.83	6.90	6.68	0.15	0.77	0.22
PUERTO RICO	7.86	7.37	67.57	10.57	0.98	0.25	0.00	5.41
RHODE ISLAND	5.04	15.55	61.76	0.00	15.13	0.00	2.10	0.42
SOUTH CAROLINA	3.91	15.20	74.62	4.32	0.00	0.70	0.28	0.98
SOUTH DAKOTA	27.98	23.21	27.98	4.17	5.36	5.36	5.95	0.00
TENNESSEE	11.72	8.91	72.41	2.69	2.08	1.34	0.00	0.85
TEXAS	8.31	27.68	60.27	2.56	0.40	0.12	0.17	0.50
UTAH	14.83	10.17	65.47	9.32	0.00	0.00	0.00	0.21
VERMONT	69.75	11.73	14.20	0.62	2.47	0.00	0.00	1.23
VIRGINIA	8.35	10.13	66.38	11.80	0.86	0.29	1.67	0.52
WASHINGTON	19.24	23.11	55.72	0.82	0.97	0.00	0.07	0.07
WEST VIRGINIA	29.39	23.66	44.66	0.76	0.38	0.00	0.00	1.15
WISCONSIN	20.35	28.65	48.30	2.08	0.07	0.21	0.00	0.35
WYOMING	17.86	22.62	55.95	1.19	0.00	2.38	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	37.50	37.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	42.86	57.14	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	42.86	14.29	28.57	14.29	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	20.65	14.45	49.91	7.90	5.39	0.17	1.08	0.45
50 STATES, D.C. & P.R.	20.64	14.45	49.91	7.90	5.40	0.17	1.08	0.45

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FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3	1	3	0	0	2	0	0
ALASKA	1	2	2	0	0	0	0	0
ARIZONA	10	17	28	3	2	25	0	1
ARKANSAS	5	1	3	4	2	3	0	0
CALIFORNIA	14	22	91	5	2	0	0	1
COLORADO	18	4	27	14	1	5	0	1
CONNECTICUT	16	8	16	2	14	1	6	0
DELAWARE	0	14	18	6	0	0	2	1
DISTRICT OF COLUMBIA	1	.	.	.	.	9	.	2
FLORIDA	9	3	18	2	1	13	0	0
GEORGIA	4	1	7	4	0	0	0	1
HAWAII	4	6	49	44	0	0	0	0
IDAHO	4	2	4	.	0	4	0	0
ILLINOIS	4	5	38	2	0	11	0	0
INDIANA	2	0	21	0	0	11	0	0
IOWA	7	9	25	4	.	7	0	0
KANSAS	12	6	5	0	0	0	0	0
KENTUCKY	6	2	9	0	0	0	0	0
LOUISIANA	2	1	9	0	0	3	0	1
MAINE	1	0	1	0	0	0	3	0
MARYLAND	4	0	4	4	1	0	27	1
MASSACHUSETTS	2	0	13	4	18	0	16	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	25	10	6	1	0	3	0	0
MISSISSIPPI	2	3	9	0	1	15	0	0
MISSOURI	5	2	26	8	0	1	1	0
MONTANA	8	2	11	0	1	0	0	0
NEBRASKA	3	1	3	0	0	0	0	1
NEVADA	2	1	3	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	1	0	2	0
NEW JERSEY	2	0	4	4	2	5	1	0
NEW MEXICO	1	0	5	0	0	10	0	1
NEW YORK	0	2	8	6	1	4	3	0
NORTH CAROLINA	3	0	3	4	2	9	0	0
NORTH DAKOTA	0	0	1	0	0	1	1	0
OHIO	8	2	0	3	0	0	0	1
OKLAHOMA	0	4	9	0	0	2	0	5
OREGON	11	3	3	1	2	4	1	1
PENNSYLVANIA	5	3	18	2	1	0	2	2
PUERTO RICO	2	1	4	22	0	0	0	1
RHODE ISLAND	0	0	1	0	1	0	0	0
SOUTH CAROLINA	0	0	12	7	0	2	0	1
SOUTH DAKOTA	2	0	0	0	0	0	0	0
TENNESSEE	1	0	2	5	0	0	0	0
TEXAS	7	12	37	2	0	16	0	1
UTAH	3	4	19	43	0	0	0	2
VERMONT	1	1	0	0	0	0	0	0
VIRGINIA	1	0	4	0	0	2	0	0
WASHINGTON	4	0	19	0	0	2	0	1
WEST VIRGINIA	2	0	0	6	0	19	0	0
WISCONSIN	0	0	6	1	0	0	0	0
WYOMING	0	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	9	0	0	0	0	1
U.S. AND OUTLYING AREAS	229	157	614	214	53	189	65	27
50 STATES, D.C. & P.R.	228	156	604	213	53	189	65	26

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	33.33	11.11	33.33	0.00	0.00	22.22	0.00	0.00
ALASKA	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.63	19.77	32.56	3.49	2.33	29.07	0.00	1.16
ARKANSAS	27.78	5.56	16.67	22.22	11.11	16.67	0.00	0.00
CALIFORNIA	10.37	16.30	67.41	3.70	1.48	0.00	0.00	0.74
COLORADO	25.71	5.71	38.57	20.00	1.43	7.14	0.00	1.43
CONNECTICUT	25.40	12.70	25.40	3.17	22.22	1.59	9.52	0.00
DELAWARE	0.00	34.15	43.90	14.63	0.00	0.00	4.88	2.44
DISTRICT OF COLUMBIA	8.33	.	.	.	.	75.00	.	16.67
FLORIDA	19.57	6.52	39.13	4.35	2.17	28.26	0.00	0.00
GEORGIA	23.53	5.88	41.18	23.53	0.00	0.00	0.00	5.88
HAWAII	3.88	5.83	47.57	42.72	0.00	0.00	0.00	0.00
IDAHO	28.57	14.29	28.57	..	0.00	28.57	0.00	0.00
ILLINOIS	6.67	8.33	63.33	3.33	0.00	18.33	0.00	0.00
INDIANA	5.88	0.00	61.76	0.00	0.00	32.35	0.00	0.00
IOWA	13.46	17.31	48.08	7.69	.	13.46	0.00	0.00
KANSAS	52.17	26.09	21.74	0.00	0.00	0.00	0.00	0.00
KENTUCKY	35.29	11.76	52.94	0.00	0.00	0.00	0.00	0.00
LOUISIANA	12.50	6.25	56.25	0.00	0.00	18.75	0.00	6.25
MAINE	20.00	0.00	20.00	0.00	0.00	0.00	60.00	0.00
MARYLAND	9.76	0.00	9.76	9.76	2.44	0.00	65.85	2.44
MASSACHUSETTS	3.77	0.00	24.53	7.55	33.96	0.00	30.19	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	55.56	22.22	13.33	2.22	0.00	6.67	0.00	0.00
MISSISSIPPI	6.67	10.00	30.00	0.00	3.33	50.00	0.00	0.00
MISSOURI	11.63	4.65	60.47	18.60	0.00	2.33	2.33	0.00
MONTANA	36.36	9.09	50.00	0.00	4.55	0.00	0.00	0.00
NEBRASKA	37.50	12.50	37.50	0.00	0.00	0.00	0.00	12.50
NEVADA	33.33	16.67	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.00	0.00	0.00	0.00	25.00	0.00	50.00	0.00
NEW JERSEY	11.11	0.00	22.22	22.22	11.11	27.78	5.56	0.00
NEW MEXICO	5.88	0.00	29.41	0.00	0.00	58.82	0.00	5.88
NEW YORK	0.00	8.33	33.33	25.00	4.17	16.67	12.50	0.00
NORTH CAROLINA	14.29	0.00	14.29	19.05	9.52	42.86	0.00	0.00
NORTH DAKOTA	0.00	0.00	33.33	0.00	0.00	33.33	33.33	0.00
OHIO	57.14	14.29	0.00	21.43	0.00	0.00	0.00	7.14
OKLAHOMA	0.00	20.00	45.00	0.00	0.00	10.00	0.00	25.00
OREGON	42.31	11.54	11.54	3.85	7.69	15.38	3.85	3.85
PENNSYLVANIA	15.15	9.09	54.55	6.06	3.03	0.00	6.06	6.06
PUERTO RICO	6.67	3.33	13.33	73.33	0.00	0.00	0.00	3.33
RHODE ISLAND	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	54.55	31.82	0.00	9.09	0.00	4.55
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	12.50	0.00	25.00	62.50	0.00	0.00	0.00	0.00
TEXAS	9.33	16.00	49.33	2.67	0.00	21.33	0.00	1.33
UTAH	4.23	5.63	26.76	60.56	0.00	0.00	0.00	2.82
VERMONT	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	14.29	0.00	57.14	0.00	0.00	28.57	0.00	0.00
WASHINGTON	15.38	0.00	73.08	0.00	0.00	7.69	0.00	3.85
WEST VIRGINIA	7.41	0.00	0.00	22.22	0.00	70.37	0.00	0.00
WISCONSIN	0.00	0.00	85.71	14.29	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	90.00	0.00	0.00	0.00	0.00	10.00
U.S. AND OUTLYING AREAS	14.79	10.14	39.66	13.82	3.42	12.21	4.20	1.74
50 STATES, D.C. & P.R.	14.86	10.17	39.37	13.89	3.46	12.32	4.24	1.69

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	88	78	33	4	0	3	1	4
ALASKA	24	31	17	1	0	0	0	2
ARIZONA	40	24	23	0	0	0	0	5
ARKANSAS	39	45	41	1	3	0	12	7
CALIFORNIA	291	295	463	18	34	0	5	36
COLORADO	120	52	44	1	1	0	1	3
CONNECTICUT	39	25	21	5	4	0	3	0
DELAWARE	0	0	1	0	0	0	0	0
DISTRICT OF COLUMBIA	1	5	.	.	.	10	.	2
FLORIDA	150	99	120	1	0	1	0	1
GEORGIA	0	0	140	1	1	0	0	5
HAWAII	16	19	15	1	0	0	0	3
IDAHO	91	33	23	1	0	0	0	3
ILLINOIS	131	165	311	29	18	2	3	2
INDIANA	165	65	177	6	0	5	9	8
IOWA	49	45	48	4	.	0	0	1
KANSAS	62	55	23	7	0	0	1	2
KENTUCKY	63	71	40	1	0	0	1	8
LOUISIANA	66	80	125	3	1	1	0	7
MAINE	30	34	37	0	2	0	0	1
MARYLAND	93	80	106	27	27	1	0	7
MASSACHUSETTS	57	28	90	25	57	0	26	13
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	139	102	52	20	1	1	2	4
MISSISSIPPI	19	35	46	11	0	2	1	9
MISSOURI	108	98	76	12	1	0	0	8
MONTANA	21	29	13	0	0	0	1	1
NEBRASKA	70	49	49	3	2	0	2	3
NEVADA	48	37	25	5	0	0	0	0
NEW HAMPSHIRE	38	16	0	0	3	0	0	0
NEW JERSEY	13	19	18	2	4	0	0	0
NEW MEXICO	30	51	108	6	0	4	0	5
NEW YORK	475	225	418	66	38	1	18	23
NORTH CAROLINA	199	93	115	7	1	0	0	7
NORTH DAKOTA	18	9	1	0	0	0	0	1
OHIO	276	91	20	11	0	0	0	11
OKLAHOMA	90	92	50	1	0	1	0	12
OREGON	149	71	61	7	4	3	1	5
PENNSYLVANIA	187	286	490	26	408	6	24	4
PUERTO RICO	9	3	9	2	1	0	0	8
RHODE ISLAND	19	9	16	0	7	0	2	2
SOUTH CAROLINA	6	31	43	0	0	0	0	1
SOUTH DAKOTA	14	12	4	1	1	1	2	1
TENNESSEE	58	77	100	1	0	0	0	22
TEXAS	123	389	251	10	0	1	0	37
UTAH	98	87	109	8	0	0	0	1
VERMONT	25	6	6	1	1	0	2	4
VIRGINIA	67	104	85	1	5	3	2	10
WASHINGTON	110	108	82	3	0	0	0	4
WEST VIRGINIA	69	23	19	0	0	0	0	6
WISCONSIN	100	111	99	3	1	1	0	4
WYOMING	26	23	29	4	1	4	0	0
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	2	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	2	6	11	0	0	0	0	0
U.S. AND OUTLYING AREAS	4,222	3,626	4,304	347	627	51	120	313
50 STATES, D.C. & P.R.	4,219	3,615	4,292	347	627	51	119	313

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.71	36.97	15.64	1.90	0.00	1.42	0.47	1.90
ALASKA	32.00	41.33	22.67	1.33	0.00	0.00	0.00	2.67
ARIZONA	43.48	26.09	25.00	0.00	0.00	0.00	0.00	5.43
ARKANSAS	26.35	30.41	27.70	0.68	2.03	0.00	8.11	4.73
CALIFORNIA	25.48	25.83	40.54	1.58	2.98	0.00	0.44	3.15
COLORADO	54.05	23.42	19.82	0.45	0.45	0.00	0.45	1.35
CONNECTICUT	40.21	25.77	21.65	5.15	4.12	0.00	3.09	0.00
DELAWARE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.56	27.78	.	.	.	55.56	.	11.11
FLORIDA	40.32	26.61	32.26	0.27	0.00	0.27	0.00	0.27
GEORGIA	0.00	0.00	95.24	0.68	0.68	0.00	0.00	3.40
HAWAII	29.63	35.19	27.78	1.85	0.00	0.00	0.00	5.56
IDAHO	60.26	21.85	15.23	0.66	0.00	0.00	0.00	1.99
ILLINOIS	19.82	24.96	47.05	4.39	2.72	0.30	0.45	0.30
INDIANA	37.93	14.94	40.69	1.38	0.00	1.15	2.07	1.84
IOWA	33.33	30.61	32.65	2.72	.	0.00	0.00	0.68
KANSAS	41.33	36.67	15.33	4.67	0.00	0.00	0.67	1.33
KENTUCKY	34.24	38.59	21.74	0.54	0.00	0.00	0.54	4.35
LOUISIANA	23.32	28.27	44.17	1.06	0.35	0.35	0.00	2.47
MAINE	28.85	32.69	35.58	0.00	1.92	0.00	0.00	0.96
MARYLAND	27.27	23.46	31.09	7.92	7.92	0.29	0.00	2.05
MASSACHUSETTS	19.26	9.46	30.41	8.45	19.26	0.00	8.78	4.39
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	43.30	31.78	16.20	6.23	0.31	0.31	0.62	1.25
MISSISSIPPI	15.45	28.46	37.40	8.94	0.00	1.63	0.81	7.32
MISSOURI	35.64	32.34	25.08	3.96	0.33	0.00	0.00	2.64
MONTANA	32.31	44.62	20.00	0.00	0.00	0.00	1.54	1.54
NEBRASKA	39.33	27.53	27.53	1.69	1.12	0.00	1.12	1.69
NEVADA	41.74	32.17	21.74	4.35	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.67	28.07	0.00	0.00	5.26	0.00	0.00	0.00
NEW JERSEY	23.21	33.93	32.14	3.57	7.14	0.00	0.00	0.00
NEW MEXICO	14.71	25.00	52.94	2.94	0.00	1.96	0.00	2.45
NEW YORK	37.58	17.80	33.07	5.22	3.01	0.08	1.42	1.82
NORTH CAROLINA	47.16	22.04	27.25	1.66	0.24	0.00	0.00	1.66
NORTH DAKOTA	62.07	31.03	3.45	0.00	0.00	0.00	0.00	3.45
OHIO	67.48	22.25	4.89	2.69	0.00	0.00	0.00	2.69
OKLAHOMA	36.59	37.40	20.33	0.41	0.00	0.41	0.00	4.88
OREGON	49.50	23.59	20.27	2.33	1.33	1.00	0.33	1.66
PENNSYLVANIA	13.07	19.99	34.24	1.82	28.51	0.42	1.68	0.28
PUERTO RICO	28.13	9.38	28.13	6.25	3.13	0.00	0.00	25.00
RHODE ISLAND	34.55	16.36	29.09	0.00	12.73	0.00	3.64	3.64
SOUTH CAROLINA	7.41	38.27	53.09	0.00	0.00	0.00	0.00	1.23
SOUTH DAKOTA	38.89	33.33	11.11	2.78	2.78	2.78	5.56	2.78
TENNESSEE	22.48	29.84	38.76	0.39	0.00	0.00	0.00	8.53
TEXAS	15.17	47.97	30.95	1.23	0.00	0.12	0.00	4.56
UTAH	32.34	28.71	35.97	2.64	0.00	0.00	0.00	0.33
VERMONT	55.56	13.33	13.33	2.22	2.22	0.00	4.44	8.89
VIRGINIA	24.19	37.55	30.69	0.36	1.81	1.08	0.72	3.61
WASHINGTON	35.83	35.18	26.71	0.98	0.00	0.00	0.00	1.30
WEST VIRGINIA	58.97	19.66	16.24	0.00	0.00	0.00	0.00	5.13
WISCONSIN	31.35	34.80	31.03	0.94	0.31	0.31	0.00	1.25
WYOMING	29.89	26.44	33.33	4.60	1.15	4.60	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	66.67	0.00	0.00	0.00	0.00	33.33	0.00
BUR. OF INDIAN AFFAIRS	10.53	31.58	57.89	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	31.02	26.64	31.62	2.55	4.61	0.37	0.88	2.30
50 STATES, D.C. & P.R.	31.06	26.61	31.60	2.55	4.62	0.38	0.88	2.30

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	332	151	71	11	0	0	0	1
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	.	.	.	.	0	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1	3	.	.	.	1	3	.
FLORIDA	0	.	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	766	238	74	21	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	.	.	0	0	0	0
IOWA	.	.	.	.	.	.	.	.
KANSAS	163	69	3	0	0	0	0	0
KENTUCKY	1,636	809	133	2	2	0	1	4
LOUISIANA	564	502	342	2	0	1	0	2
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	0	.	.
MICHIGAN	38	16	42	8	.	1	.	3
MINNESOTA	654	219	88	23	4	0	0	1
MISSISSIPPI	708	462	488	35	6	4	2	9
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	14	5	1	.	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	28	5	0	0	1	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	90	18	71	0	0	0	0	1
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	355	37	140	13	2	0	0	4
NORTH DAKOTA	14	1	4	0	0	0	0	0
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	3	0	0	0
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	666	770	612	3	3	1	0	3
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	0	0	0	0	0	0
VERMONT	484	20	12	1	6	0	0	5
VIRGINIA	1,614	2,308	2,481	32	9	0	1	19
WASHINGTON	541	223	198	2	4	0	0	7
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	21	10	25	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	12	8	2	0	0	0	0	0
NORTHERN MARIANAS	22	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	7	13	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	127	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	8,854	5,889	4,800	153	40	8	7	60
50 STATES, D.C. & P.R.	8,689	5,866	4,785	153	40	8	7	60

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	58.66	26.68	12.54	1.94	0.00	0.00	0.00	0.18
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	12.50	37.50	.	.	.	12.50	37.50	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	69.64	21.64	6.73	1.91	0.00	0.00	0.00	0.09
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	69.36	29.36	1.28	0.00	0.00	0.00	0.00	0.00
KENTUCKY	63.24	31.27	5.14	0.08	0.08	0.00	0.04	0.15
LOUISIANA	39.92	35.53	24.20	0.14	0.00	0.07	0.00	0.14
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	35.19	14.81	38.89	7.41	.	0.93	.	2.78
MINNESOTA	66.13	22.14	8.90	2.33	0.40	0.00	0.00	0.10
MISSISSIPPI	41.31	26.95	28.47	2.04	0.35	0.23	0.12	0.53
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	70.00	25.00	5.00	.	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	82.35	14.71	0.00	0.00	2.94	0.00	0.00	0.00
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	50.00	10.00	39.44	0.00	0.00	0.00	0.00	0.56
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	64.43	6.72	25.41	2.36	0.36	0.00	0.00	0.73
NORTH DAKOTA	73.68	5.26	21.05	0.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	32.36	37.41	29.74	0.15	0.15	0.05	0.00	0.15
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	91.67	3.79	2.27	0.19	1.14	0.00	0.00	0.95
VIRGINIA	24.97	35.71	38.38	0.50	0.14	0.00	0.02	0.29
WASHINGTON	55.49	22.87	20.31	0.21	0.41	0.00	0.00	0.72
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	37.50	17.86	44.64	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	54.55	36.36	9.09	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.67	29.17	54.17	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	94.07	5.93	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	44.69	29.73	24.23	0.77	0.20	0.04	0.04	0.30
50 STATES, D.C. & P.R.	44.31	29.92	24.40	0.78	0.20	0.04	0.04	0.31

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	26,779	13,505	3,054	299	32	364	45	63
ALASKA	5,554	2,015	582	74	2	0	8	7
ARIZONA	25,116	11,612	5,286	215	242	214	22	59
ARKANSAS	12,272	8,381	2,964	66	179	56	80	40
CALIFORNIA	178,215	35,674	73,131	1,938	2,468	239	285	548
COLORADO	27,225	3,760	2,186	195	81	11	115	89
CONNECTICUT	19,507	6,206	4,548	340	509	7	99	20
DELAWARE	3,012	3,372	1,059	158	2	0	5	31
DISTRICT OF COLUMBIA	665	1,352	.	.	10	370	503	28
FLORIDA	100,567	34,384	31,770	658	206	306	4	206
GEORGIA	35,265	27,290	17,899	549	25	115	5	54
HAWAII	1,648	7,395	1,150	39	24	0	7	16
IDAHO	9,760	2,887	586	70	11	34	2	19
ILLINOIS	66,157	30,192	31,285	2,175	1,339	79	46	74
INDIANA	50,364	8,687	13,012	194	1	219	69	101
IOWA	16,432	9,886	3,305	317	.	48	40	34
KANSAS	18,462	4,973	2,175	236	38	5	15	23
KENTUCKY	25,932	10,273	4,005	164	47	89	39	202
LOUISIANA	22,891	7,764	10,150	160	23	132	0	168
MAINE	8,779	4,333	1,654	62	73	1	42	36
MARYLAND	26,625	10,183	10,815	1,269	782	218	53	63
MASSACHUSETTS	49,045	8,531	9,785	651	1,231	33	156	152
MICHIGAN	54,702	20,420	15,552	5,051	.	112	11	159
MINNESOTA	33,950	8,244	2,709	568	89	74	97	64
MISSISSIPPI	18,256	5,524	3,954	133	139	109	49	72
MISSOURI	35,174	17,228	6,768	859	183	21	8	99
MONTANA	5,556	2,251	543	28	30	20	21	9
NEBRASKA	12,644	4,045	2,536	213	32	7	7	106
NEVADA	9,496	5,144	1,576	266	0	1	1	23
NEW HAMPSHIRE	9,131	1,869	372	1	94	4	104	35
NEW JERSEY	55,303	20,373	20,031	2,382	3,253	66	7	198
NEW MEXICO	7,823	6,664	7,043	6	1	62	14	52
NEW YORK	87,431	21,479	54,556	5,745	3,697	345	363	546
NORTH CAROLINA	58,448	12,791	11,713	675	232	171	24	136
NORTH DAKOTA	5,132	585	179	15	4	12	6	6
OHIO	74,774	20,772	4,653	2,604	0	42	0	356
OKLAHOMA	20,412	12,914	3,889	93	33	52	3	76
OREGON	28,843	3,848	2,289	318	242	49	62	74
PENNSYLVANIA	42,150	29,248	26,549	979	925	187	90	103
PUERTO RICO	17,460	4,065	3,762	193	393	0	1	260
RHODE ISLAND	7,497	2,353	3,536	47	237	0	22	24
SOUTH CAROLINA	23,718	17,262	9,938	254	6	67	4	62
SOUTH DAKOTA	5,779	1,580	292	14	19	30	38	5
TENNESSEE	33,518	15,179	7,864	289	100	31	2	242
TEXAS	79,930	104,865	27,621	663	27	33	2	937
UTAH	13,571	7,325	3,906	412	0	13	0	37
VERMONT	4,635	362	98	39	55	0	23	29
VIRGINIA	32,994	19,652	16,234	507	261	54	53	122
WASHINGTON	33,855	13,799	6,115	133	69	51	20	94
WEST VIRGINIA	13,958	6,346	2,405	31	3	32	0	41
WISCONSIN	25,147	17,996	6,797	256	39	67	7	48
WYOMING	3,634	1,627	502	118	16	11	10	6
AMERICAN SAMOA	217	73	18	0	0	0	0	0
GUAM	307	493	103	0	0	0	0	0
NORTHERN MARIANAS	182	51	2	0	0	0	0	0
PALAU	6	20	15	2	2	0	0	0
VIRGIN ISLANDS	240	208	124	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	2,744	1,073	301	8	0	2	86	3
U.S. AND OUTLYING AREAS	1,588,889	660,383	484,946	32,731	17,506	4,265	2,776	6,058
50 STATES, D.C. & P.R.	1,585,193	658,465	484,383	32,721	17,504	4,263	2,689	6,054

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	60.67	30.60	6.92	0.68	0.07	0.82	0.10	0.14
ALASKA	67.39	24.45	7.06	0.90	0.02	0.00	0.10	0.08
ARIZONA	58.73	27.15	12.36	0.50	0.57	0.50	0.05	0.14
ARKANSAS	51.05	34.87	12.33	0.27	0.74	0.23	0.33	0.17
CALIFORNIA	60.93	12.20	25.00	0.66	0.84	0.08	0.10	0.19
COLORADO	80.88	11.17	6.49	0.58	0.24	0.03	0.34	0.26
CONNECTICUT	62.45	19.87	14.56	1.09	1.63	0.02	0.32	0.06
DELAWARE	39.43	44.14	13.86	2.07	0.03	0.00	0.07	0.41
DISTRICT OF COLUMBIA	22.71	46.17	.	.	0.34	12.64	17.18	0.96
FLORIDA	59.83	20.45	18.90	0.39	0.12	0.18	0.00	0.12
GEORGIA	43.43	33.61	22.04	0.68	0.03	0.14	0.01	0.07
HAWAII	16.03	71.94	11.19	0.38	0.23	0.00	0.07	0.16
IDAHO	73.00	21.59	4.38	0.52	0.08	0.25	0.01	0.14
ILLINOIS	50.37	22.99	23.82	1.66	1.02	0.06	0.04	0.06
INDIANA	69.33	11.96	17.91	0.27	0.00	0.30	0.09	0.14
IOWA	54.66	32.89	10.99	1.05	.	0.16	0.13	0.11
KANSAS	71.21	19.18	8.39	0.91	0.15	0.02	0.06	0.09
KENTUCKY	63.64	25.21	9.83	0.40	0.12	0.22	0.10	0.50
LOUISIANA	55.44	18.80	24.58	0.39	0.06	0.32	0.00	0.41
MAINE	58.60	28.93	11.04	0.41	0.49	0.01	0.28	0.24
MARYLAND	53.24	20.36	21.63	2.54	1.56	0.44	0.11	0.13
MASSACHUSETTS	70.48	12.26	14.06	0.94	1.77	0.05	0.22	0.22
MICHIGAN	56.98	21.27	16.20	5.26	.	0.12	0.01	0.17
MINNESOTA	74.13	18.00	5.92	1.24	0.19	0.16	0.21	0.14
MISSISSIPPI	64.66	19.56	14.00	0.47	0.49	0.39	0.17	0.25
MISSOURI	58.29	28.55	11.22	1.42	0.30	0.03	0.01	0.16
MONTANA	65.69	26.61	6.42	0.33	0.35	0.24	0.25	0.11
NEBRASKA	64.54	20.65	12.95	1.09	0.16	0.04	0.04	0.54
NEVADA	57.53	31.16	9.55	1.61	0.00	0.01	0.01	0.14
NEW HAMPSHIRE	78.65	16.10	3.20	0.01	0.81	0.03	0.90	0.30
NEW JERSEY	54.43	20.05	19.71	2.34	3.20	0.06	0.01	0.19
NEW MEXICO	36.11	30.76	32.51	0.03	0.00	0.29	0.06	0.24
NEW YORK	50.20	12.33	31.32	3.30	2.12	0.20	0.21	0.31
NORTH CAROLINA	69.42	15.19	13.91	0.80	0.28	0.20	0.03	0.16
NORTH DAKOTA	86.41	9.85	3.01	0.25	0.07	0.20	0.10	0.10
OHIO	72.45	20.13	4.51	2.52	0.00	0.04	0.00	0.34
OKLAHOMA	54.47	34.46	10.38	0.25	0.09	0.14	0.01	0.20
OREGON	80.74	10.77	6.41	0.89	0.68	0.14	0.17	0.21
PENNSYLVANIA	42.05	29.18	26.49	0.98	0.92	0.19	0.09	0.10
PUERTO RICO	66.81	15.55	14.40	0.74	1.50	0.00	0.00	0.99
RHODE ISLAND	54.66	17.16	25.78	0.34	1.73	0.00	0.16	0.17
SOUTH CAROLINA	46.22	33.64	19.37	0.50	0.01	0.13	0.01	0.12
SOUTH DAKOTA	74.50	20.37	3.76	0.18	0.24	0.39	0.49	0.06
TENNESSEE	58.57	26.53	13.74	0.51	0.17	0.05	0.00	0.42
TEXAS	37.34	48.98	12.90	0.31	0.01	0.02	0.00	0.44
UTAH	53.72	28.99	15.46	1.63	0.00	0.05	0.00	0.15
VERMONT	88.44	6.91	1.87	0.74	1.05	0.00	0.44	0.55
VIRGINIA	47.22	28.12	23.23	0.73	0.37	0.08	0.08	0.17
WASHINGTON	62.54	25.49	11.30	0.25	0.13	0.09	0.04	0.17
WEST VIRGINIA	61.18	27.81	10.54	0.14	0.01	0.14	0.00	0.18
WISCONSIN	49.94	35.74	13.50	0.51	0.08	0.13	0.01	0.10
WYOMING	61.34	27.46	8.47	1.99	0.27	0.19	0.17	0.10
AMERICAN SAMOA	70.45	23.70	5.84	0.00	0.00	0.00	0.00	0.00
GUAM	34.00	54.60	11.41	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	77.45	21.70	0.85	0.00	0.00	0.00	0.00	0.00
PALAU	13.33	44.44	33.33	4.44	4.44	0.00	0.00	0.00
VIRGIN ISLANDS	41.81	36.24	21.60	0.00	0.00	0.00	0.17	0.17
BUR. OF INDIAN AFFAIRS	65.07	25.44	7.14	0.19	0.00	0.05	2.04	0.07
U.S. AND OUTLYING AREAS	56.80	23.61	17.33	1.17	0.63	0.15	0.10	0.22
50 STATES, D.C. & P.R.	56.79	23.59	17.35	1.17	0.63	0.15	0.10	0.22

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
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Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	8,849	6,791	285	27	0	56	3	6
ALASKA	2,373	1,412	65	5	0	0	4	0
ARIZONA	10,175	9,067	1,183	9	9	0	1	3
ARKANSAS	3,008	4,115	253	0	10	0	4	2
CALIFORNIA	74,011	26,789	34,220	103	454	0	47	107
COLORADO	12,296	1,960	248	3	4	0	6	6
CONNECTICUT	8,285	3,253	1,430	34	66	1	10	0
DELAWARE	1,526	2,300	468	14	2	0	0	8
DISTRICT OF COLUMBIA	340	921	.	.	4	67	175	.
FLORIDA	26,751	27,443	10,306	9	33	30	0	6
GEORGIA	7,221	10,049	2,490	5	4	8	0	2
HAWAII	720	3,790	170	4	11	0	1	4
IDAHO	4,957	1,682	65	9	1	1	1	6
ILLINOIS	14,800	24,514	13,212	103	31	5	0	6
INDIANA	11,898	6,062	3,218	2	0	2	1	11
IOWA	7,188	5,533	871	60	.	7	8	11
KANSAS	5,396	2,619	352	50	3	1	0	3
KENTUCKY	3,747	3,283	336	0	1	0	0	7
LOUISIANA	3,911	4,194	3,006	2	0	7	0	16
MAINE	2,722	2,095	180	0	3	0	0	2
MARYLAND	8,534	5,407	3,013	20	36	5	1	14
MASSACHUSETTS	33,722	6,103	3,674	109	166	0	16	8
MICHIGAN	15,500	13,689	4,835	495	.	6	1	29
MINNESOTA	11,637	3,592	277	38	9	1	8	6
MISSISSIPPI	2,523	3,966	1,700	20	23	0	17	6
MISSOURI	12,124	10,574	1,413	22	11	0	0	12
MONTANA	2,056	1,633	119	4	12	0	4	3
NEBRASKA	3,932	1,993	455	10	1	0	0	8
NEVADA	3,739	4,287	516	43	0	0	0	1
NEW HAMPSHIRE	4,037	888	103	0	11	0	8	3
NEW JERSEY	16,628	16,256	10,758	252	436	0	0	44
NEW MEXICO	2,397	4,671	3,504	2	0	4	0	7
NEW YORK	42,403	11,827	20,301	210	425	9	3	39
NORTH CAROLINA	22,528	5,813	1,390	4	7	2	0	7
NORTH DAKOTA	1,804	204	5	2	2	0	0	1
OHIO	24,644	4,143	624	14	0	0	0	16
OKLAHOMA	7,238	8,220	639	10	7	4	0	2
OREGON	11,938	2,106	194	33	27	1	2	18
PENNSYLVANIA	10,163	21,212	12,731	150	35	47	1	9
PUERTO RICO	9,608	2,455	835	29	88	0	0	6
RHODE ISLAND	3,571	1,492	2,072	0	27	0	4	6
SOUTH CAROLINA	3,326	12,029	3,140	3	0	0	0	10
SOUTH DAKOTA	2,206	963	20	1	0	1	0	0
TENNESSEE	10,753	9,006	1,504	14	5	0	0	27
TEXAS	14,310	75,368	7,058	33	0	1	0	41
UTAH	5,649	5,804	1,299	13	0	0	0	2
VERMONT	1,699	110	3	6	4	0	0	2
VIRGINIA	7,366	13,365	4,359	6	47	1	1	12
WASHINGTON	12,500	8,249	1,112	9	4	1	0	7
WEST VIRGINIA	2,877	3,362	406	0	0	0	0	2
WISCONSIN	7,143	11,383	983	19	5	2	0	0
WYOMING	1,239	946	126	59	2	1	0	0
AMERICAN SAMOA	197	50	0	0	0	0	0	0
GUAM	97	390	72	0	0	0	0	0
NORTHERN MARIANAS	107	30	0	0	0	0	0	0
PALAU	3	17	4	0	2	0	0	0
VIRGIN ISLANDS	79	86	16	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,110	732	173	0	0	2	13	0
U.S. AND OUTLYING AREAS	531,561	420,293	161,791	2,069	2,028	273	340	554
50 STATES, D.C. & P.R.	529,968	418,988	161,526	2,069	2,026	271	327	554

Please see data notes for an explanation of individual state differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.25	42.40	1.78	0.17	0.00	0.35	0.02	0.04
ALASKA	61.49	36.59	1.68	0.13	0.00	0.00	0.10	0.00
ARIZONA	49.76	44.34	5.79	0.04	0.04	0.00	0.00	0.01
ARKANSAS	40.69	55.67	3.42	0.00	0.14	0.00	0.05	0.03
CALIFORNIA	54.53	19.74	25.21	0.08	0.33	0.00	0.03	0.08
COLORADO	84.67	13.50	1.71	0.02	0.03	0.00	0.04	0.04
CONNECTICUT	63.35	24.87	10.93	0.26	0.50	0.01	0.08	0.00
DELAWARE	35.34	53.27	10.84	0.32	0.05	0.00	0.00	0.19
DISTRICT OF COLUMBIA	22.56	61.11	.	.	0.27	4.45	11.61	.
FLORIDA	41.42	42.50	15.96	0.01	0.05	0.05	0.00	0.01
GEORGIA	36.51	50.81	12.59	0.03	0.02	0.04	0.00	0.01
HAWAII	15.32	80.64	3.62	0.09	0.23	0.00	0.02	0.09
IDAHO	73.74	25.02	0.97	0.13	0.01	0.01	0.01	0.09
ILLINOIS	28.10	46.54	25.08	0.20	0.06	0.01	0.00	0.01
INDIANA	56.14	28.60	15.18	0.01	0.00	0.01	0.00	0.05
IOWA	52.55	40.45	6.37	0.44	.	0.05	0.06	0.08
KANSAS	64.06	31.09	4.18	0.59	0.04	0.01	0.00	0.04
KENTUCKY	50.81	44.52	4.56	0.00	0.01	0.00	0.00	0.09
LOUISIANA	35.12	37.66	26.99	0.02	0.00	0.06	0.00	0.14
MAINE	54.42	41.88	3.60	0.00	0.06	0.00	0.00	0.04
MARYLAND	50.11	31.75	17.69	0.12	0.21	0.03	0.01	0.08
MASSACHUSETTS	76.99	13.93	8.39	0.25	0.38	0.00	0.04	0.02
MICHIGAN	44.86	39.62	13.99	1.43	.	0.02	0.00	0.08
MINNESOTA	74.75	23.07	1.78	0.24	0.06	0.01	0.05	0.04
MISSISSIPPI	30.56	48.04	20.59	0.24	0.28	0.00	0.21	0.07
MISSOURI	50.19	43.77	5.85	0.09	0.05	0.00	0.00	0.05
MONTANA	53.67	42.63	3.11	0.10	0.31	0.00	0.10	0.08
NEBRASKA	61.45	31.15	7.11	0.16	0.02	0.00	0.00	0.13
NEVADA	43.55	49.93	6.01	0.50	0.00	0.00	0.00	0.01
NEW HAMPSHIRE	79.94	17.58	2.04	0.00	0.22	0.00	0.16	0.06
NEW JERSEY	37.47	36.63	24.24	0.57	0.98	0.00	0.00	0.10
NEW MEXICO	22.65	44.13	33.10	0.02	0.00	0.04	0.00	0.07
NEW YORK	56.37	15.72	26.99	0.28	0.57	0.01	0.00	0.05
NORTH CAROLINA	75.72	19.54	4.67	0.01	0.02	0.01	0.00	0.02
NORTH DAKOTA	89.40	10.11	0.25	0.10	0.10	0.00	0.00	0.05
OHIO	83.71	14.07	2.12	0.05	0.00	0.00	0.00	0.05
OKLAHOMA	44.90	50.99	3.96	0.06	0.04	0.02	0.00	0.01
OREGON	83.37	14.71	1.35	0.23	0.19	0.01	0.01	0.13
PENNSYLVANIA	22.92	47.83	28.71	0.34	0.08	0.11	0.00	0.02
PUERTO RICO	73.79	18.85	6.41	0.22	0.68	0.00	0.00	0.05
RHODE ISLAND	49.79	20.80	28.89	0.00	0.38	0.00	0.06	0.08
SOUTH CAROLINA	17.97	64.99	16.97	0.02	0.00	0.00	0.00	0.05
SOUTH DAKOTA	69.13	30.18	0.63	0.03	0.00	0.03	0.00	0.00
TENNESSEE	50.46	42.26	7.06	0.07	0.02	0.00	0.00	0.13
TEXAS	14.78	77.85	7.29	0.03	0.00	0.00	0.00	0.04
UTAH	44.25	45.46	10.17	0.10	0.00	0.00	0.00	0.02
VERMONT	93.15	6.03	0.16	0.33	0.22	0.00	0.00	0.11
VIRGINIA	29.28	53.13	17.33	0.02	0.19	0.00	0.00	0.05
WASHINGTON	57.12	37.70	5.08	0.04	0.02	0.00	0.00	0.03
WEST VIRGINIA	43.28	50.58	6.11	0.00	0.00	0.00	0.00	0.03
WISCONSIN	36.57	58.27	5.03	0.10	0.03	0.01	0.00	0.00
WYOMING	52.21	39.87	5.31	2.49	0.08	0.04	0.00	0.00
AMERICAN SAMOA	79.76	20.24	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	17.35	69.77	12.88	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	78.10	21.90	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	11.54	65.38	15.38	0.00	7.69	0.00	0.00	0.00
VIRGIN ISLANDS	43.65	47.51	8.84	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	54.68	36.06	8.52	0.00	0.00	0.10	0.64	0.00
U.S. AND OUTLYING AREAS	47.51	37.56	14.46	0.18	0.18	0.02	0.03	0.05
50 STATES, D.C. & P.R.	47.50	37.55	14.48	0.19	0.18	0.02	0.03	0.05

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13,569	712	56	1	3	121	0	10
ALASKA	2,689	175	28	1	2	0	0	1
ARIZONA	12,684	672	200	0	1	0	0	3
ARKANSAS	7,564	592	124	0	7	0	1	4
CALIFORNIA	91,666	3,804	12,276	73	60	0	4	29
COLORADO	9,326	515	134	2	2	0	5	5
CONNECTICUT	7,740	1,289	575	5	20	0	1	2
DELAWARE	1,153	279	2	0	0	0	0	0
DISTRICT OF COLUMBIA	253	144	.	.	.	17	.	22
FLORIDA	60,833	1,728	1,957	3	35	79	0	3
GEORGIA	22,288	6,495	353	3	14	26	1	1
HAWAII	309	1,688	118	1	0	0	0	1
IDAHO	3,126	296	19	9	1	1	0	3
ILLINOIS	45,837	1,015	1,814	65	6	10	1	5
INDIANA	32,991	56	9	0	0	2	0	3
IOWA	4,204	152	32	3	.	0	0	14
KANSAS	9,538	528	141	14	2	0	0	5
KENTUCKY	16,170	170	32	0	29	0	1	11
LOUISIANA	15,585	649	289	0	0	2	0	5
MAINE	4,558	945	168	1	9	0	2	6
MARYLAND	14,555	2,384	2,145	16	47	12	1	9
MASSACHUSETTS	11,274	568	762	11	32	0	6	7
MICHIGAN	31,325	1,187	575	1,229	.	8	1	10
MINNESOTA	12,860	421	98	21	10	1	28	16
MISSISSIPPI	14,518	265	51	12	89	0	0	2
MISSOURI	18,970	2,506	457	15	7	0	0	2
MONTANA	2,896	60	22	2	0	0	0	1
NEBRASKA	6,473	413	623	134	13	3	0	30
NEVADA	4,803	44	52	15	0	0	1	2
NEW HAMPSHIRE	2,871	507	69	0	13	1	5	3
NEW JERSEY	35,863	1,397	1,725	59	53	0	0	1
NEW MEXICO	4,577	1,314	1,190	1	0	0	0	2
NEW YORK	30,219	4,363	11,766	222	364	0	4	25
NORTH CAROLINA	25,745	149	135	6	91	14	1	12
NORTH DAKOTA	2,596	86	51	2	0	0	0	2
OHIO	37,314	0	87	0	0	0	0	0
OKLAHOMA	11,036	1,751	74	10	16	0	2	3
OREGON	12,644	557	267	15	33	0	4	10
PENNSYLVANIA	28,484	2,073	1,540	50	3	27	1	4
PUERTO RICO	4,818	642	133	0	104	0	0	4
RHODE ISLAND	3,198	467	283	0	8	0	0	1
SOUTH CAROLINA	19,303	949	19	10	1	0	0	0
SOUTH DAKOTA	2,990	55	1	0	0	0	0	2
TENNESSEE	18,879	1,779	622	6	2	0	0	9
TEXAS	58,666	4,973	873	6	1	0	0	16
UTAH	6,696	675	414	0	0	0	0	2
VERMONT	1,034	77	15	5	4	0	1	7
VIRGINIA	21,081	163	148	4	45	0	1	30
WASHINGTON	14,866	386	224	3	8	0	1	13
WEST VIRGINIA	9,647	636	19	0	0	0	0	6
WISCONSIN	13,848	586	641	20	19	1	3	2
WYOMING	1,993	225	36	11	9	0	1	1
AMERICAN SAMOA	20	0	0	0	0	0	0	0
GUAM	154	19	2	0	0	0	0	0
NORTHERN MARIANAS	12	4	0	0	0	0	0	0
PALAU	1	2	3	0	0	0	0	0
VIRGIN ISLANDS	117	46	23	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,128	26	3	0	0	0	17	0
U.S. AND OUTLYING AREAS	849,557	53,659	43,475	2,066	1,163	325	94	367
50 STATES, D.C. & P.R.	848,125	53,562	43,444	2,066	1,163	325	77	367

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	93.76	4.92	0.39	0.01	0.02	0.84	0.00	0.07
ALASKA	92.85	6.04	0.97	0.03	0.07	0.00	0.00	0.03
ARIZONA	93.54	4.96	1.47	0.00	0.01	0.00	0.00	0.02
ARKANSAS	91.22	7.14	1.50	0.00	0.08	0.00	0.01	0.05
CALIFORNIA	84.95	3.53	11.38	0.07	0.06	0.00	0.00	0.03
COLORADO	93.36	5.16	1.34	0.02	0.02	0.00	0.05	0.05
CONNECTICUT	80.36	13.38	5.97	0.05	0.21	0.00	0.01	0.02
DELAWARE	80.40	19.46	0.14	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	58.03	33.03	.	.	.	3.90	.	5.05
FLORIDA	94.11	2.67	3.03	0.00	0.05	0.12	0.00	0.00
GEORGIA	76.38	22.26	1.21	0.01	0.05	0.09	0.00	0.00
HAWAII	14.60	79.74	5.57	0.05	0.00	0.00	0.00	0.05
IDAHO	90.48	8.57	0.55	0.26	0.03	0.03	0.00	0.09
ILLINOIS	94.02	2.08	3.72	0.13	0.01	0.02	0.00	0.01
INDIANA	99.79	0.17	0.03	0.00	0.00	0.01	0.00	0.01
IOWA	95.44	3.45	0.73	0.07	.	0.00	0.00	0.32
KANSAS	93.25	5.16	1.38	0.14	0.02	0.00	0.00	0.05
KENTUCKY	98.52	1.04	0.19	0.00	0.18	0.00	0.01	0.07
LOUISIANA	94.28	3.93	1.75	0.00	0.00	0.01	0.00	0.03
MAINE	80.12	16.61	2.95	0.02	0.16	0.00	0.04	0.11
MARYLAND	75.93	12.44	11.19	0.08	0.25	0.06	0.01	0.05
MASSACHUSETTS	89.05	4.49	6.02	0.09	0.25	0.00	0.05	0.06
MICHIGAN	91.23	3.46	1.67	3.58	.	0.02	0.00	0.03
MINNESOTA	95.58	3.13	0.73	0.16	0.07	0.01	0.21	0.12
MISSISSIPPI	97.19	1.77	0.34	0.08	0.60	0.00	0.00	0.01
MISSOURI	86.40	11.41	2.08	0.07	0.03	0.00	0.00	0.01
MONTANA	97.15	2.01	0.74	0.07	0.00	0.00	0.00	0.03
NEBRASKA	84.19	5.37	8.10	1.74	0.17	0.04	0.00	0.39
NEVADA	97.68	0.89	1.06	0.31	0.00	0.00	0.02	0.04
NEW HAMPSHIRE	82.76	14.62	1.99	0.00	0.37	0.03	0.14	0.09
NEW JERSEY	91.73	3.57	4.41	0.15	0.14	0.00	0.00	0.00
NEW MEXICO	64.61	18.55	16.80	0.01	0.00	0.00	0.00	0.03
NEW YORK	64.35	9.29	25.05	0.47	0.78	0.00	0.01	0.05
NORTH CAROLINA	98.44	0.57	0.52	0.02	0.35	0.05	0.00	0.05
NORTH DAKOTA	94.85	3.14	1.86	0.07	0.00	0.00	0.00	0.07
OHIO	99.77	0.00	0.23	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	85.60	13.58	0.57	0.08	0.12	0.00	0.02	0.02
OREGON	93.45	4.12	1.97	0.11	0.24	0.00	0.03	0.07
PENNSYLVANIA	88.51	6.44	4.79	0.16	0.01	0.08	0.00	0.01
PUERTO RICO	84.51	11.26	2.33	0.00	1.82	0.00	0.00	0.07
RHODE ISLAND	80.82	11.80	7.15	0.00	0.20	0.00	0.00	0.03
SOUTH CAROLINA	95.17	4.68	0.09	0.05	0.00	0.00	0.00	0.00
SOUTH DAKOTA	98.10	1.80	0.03	0.00	0.00	0.00	0.00	0.07
TENNESSEE	88.65	8.35	2.92	0.03	0.01	0.00	0.00	0.04
TEXAS	90.91	7.71	1.35	0.01	0.00	0.00	0.00	0.02
UTAH	85.99	8.67	5.32	0.00	0.00	0.00	0.00	0.03
VERMONT	90.46	6.74	1.31	0.44	0.35	0.00	0.09	0.61
VIRGINIA	98.18	0.76	0.69	0.02	0.21	0.00	0.00	0.14
WASHINGTON	95.90	2.49	1.45	0.02	0.05	0.00	0.01	0.08
WEST VIRGINIA	93.59	6.17	0.18	0.00	0.00	0.00	0.00	0.06
WISCONSIN	91.59	3.88	4.24	0.13	0.13	0.01	0.02	0.01
WYOMING	87.57	9.89	1.58	0.48	0.40	0.00	0.04	0.04
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	88.00	10.86	1.14	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	62.90	24.73	12.37	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	96.08	2.21	0.26	0.00	0.00	0.00	1.45	0.00
U.S. AND OUTLYING AREAS	89.36	5.64	4.57	0.22	0.12	0.03	0.01	0.04
50 STATES, D.C. & P.R.	89.36	5.64	4.58	0.22	0.12	0.03	0.01	0.04

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MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,456	4,026	1,707	90	6	43	8	6
ALASKA	64	139	142	2	0	0	0	0
ARIZONA	272	717	1,889	48	41	0	0	11
ARKANSAS	430	2,140	1,619	3	60	9	15	8
CALIFORNIA	1,491	1,535	10,538	541	152	0	6	105
COLORADO	560	301	380	2	1	0	0	4
CONNECTICUT	166	267	852	55	17	1	1	4
DELAWARE	82	428	350	7	0	0	0	2
DISTRICT OF COLUMBIA	18	148	.	.	.	41	61	.
FLORIDA	4,054	1,885	9,307	388	11	3	0	18
GEORGIA	803	3,197	8,252	67	2	21	4	13
HAWAII	125	722	358	2	0	48	0	13
IDAHO	220	318	157	5	0	0	0	1
ILLINOIS	973	598	8,291	603	311	2	9	6
INDIANA	1,670	1,665	6,030	48	0	1	9	17
IOWA	2,853	2,708	1,380	94	.	4	3	4
KANSAS	568	662	734	5	0	0	5	0
KENTUCKY	1,800	3,538	1,536	8	0	1	3	42
LOUISIANA	569	666	3,096	56	15	15	0	26
MAINE	37	115	187	3	7	0	1	1
MARYLAND	293	462	1,588	248	35	0	1	5
MASSACHUSETTS	1,557	1,140	2,777	52	117	0	20	6
MICHIGAN	1,003	2,045	5,481	1,098	.	8	1	20
MINNESOTA	974	1,874	845	62	2	1	0	13
MISSISSIPPI	154	445	1,067	15	1	9	9	10
MISSOURI	337	1,510	2,775	433	15	0	0	13
MONTANA	108	217	166	7	3	0	0	1
NEBRASKA	719	974	612	31	5	0	3	15
NEVADA	63	228	368	34	0	0	0	1
NEW HAMPSHIRE	155	66	47	0	5	0	4	1
NEW JERSEY	86	199	1,194	158	137	0	0	5
NEW MEXICO	39	76	597	0	0	1	0	1
NEW YORK	543	416	4,006	316	179	0	9	8
NORTH CAROLINA	2,606	4,026	5,413	289	82	4	6	23
NORTH DAKOTA	197	149	57	4	1	1	2	0
OHIO	7,118	11,228	1,375	138	0	0	0	23
OKLAHOMA	457	1,682	1,427	7	2	2	0	6
OREGON	579	359	542	22	5	1	9	3
PENNSYLVANIA	920	3,606	6,261	232	55	14	6	14
PUERTO RICO	1,664	567	1,973	91	51	0	1	24
RHODE ISLAND	14	28	384	0	23	0	0	1
SOUTH CAROLINA	271	1,886	4,650	113	1	2	2	28
SOUTH DAKOTA	162	309	83	1	0	3	1	0
TENNESSEE	452	1,797	2,736	41	24	0	0	7
TEXAS	190	2,278	6,427	91	2	0	0	24
UTAH	87	168	928	12	0	1	0	1
VERMONT	371	59	23	4	2	0	1	5
VIRGINIA	100	698	4,089	33	10	0	2	10
WASHINGTON	463	1,168	1,173	3	1	1	1	4
WEST VIRGINIA	410	1,601	1,535	5	0	1	0	21
WISCONSIN	482	2,067	2,497	112	4	12	1	9
WYOMING	26	69	114	12	0	2	0	1
AMERICAN SAMOA	0	10	9	0	0	0	0	0
GUAM	2	30	8	0	0	0	0	0
NORTHERN MARIANAS	9	11	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	7	49	39	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	86	94	49	6	0	0	3	0
U.S. AND OUTLYING AREAS	40,915	69,366	120,120	5,697	1,385	252	207	584
50 STATES, D.C. & P.R.	40,811	69,172	120,015	5,691	1,385	252	204	584

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MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	19.83	54.84	23.25	1.23	0.08	0.59	0.11	0.08
ALASKA	18.44	40.06	40.92	0.58	0.00	0.00	0.00	0.00
ARIZONA	9.13	24.08	63.43	1.61	1.38	0.00	0.00	0.37
ARKANSAS	10.04	49.95	37.79	0.07	1.40	0.21	0.35	0.19
CALIFORNIA	10.38	10.68	73.34	3.77	1.06	0.00	0.04	0.73
COLORADO	44.87	24.12	30.45	0.16	0.08	0.00	0.00	0.32
CONNECTICUT	12.18	19.59	62.51	4.04	1.25	0.07	0.07	0.29
DELAWARE	9.44	49.25	40.28	0.81	0.00	0.00	0.00	0.23
DISTRICT OF COLUMBIA	6.72	55.22	.	.	.	15.30	22.76	.
FLORIDA	25.88	12.03	59.41	2.48	0.07	0.02	0.00	0.11
GEORGIA	6.50	25.87	66.77	0.54	0.02	0.17	0.03	0.11
HAWAII	9.86	56.94	28.23	0.16	0.00	3.79	0.00	1.03
IDAHO	31.38	45.36	22.40	0.71	0.00	0.00	0.00	0.14
ILLINOIS	9.02	5.54	76.82	5.59	2.88	0.02	0.08	0.06
INDIANA	17.69	17.64	63.88	0.51	0.00	0.01	0.10	0.18
IOWA	40.49	38.43	19.59	1.33	.	0.06	0.04	0.06
KANSAS	28.77	33.54	37.18	0.25	0.00	0.00	0.25	0.00
KENTUCKY	25.98	51.07	22.17	0.12	0.00	0.01	0.04	0.61
LOUISIANA	12.81	14.99	69.68	1.26	0.34	0.34	0.00	0.59
MAINE	10.54	32.76	53.28	0.85	1.99	0.00	0.28	0.28
MARYLAND	11.13	17.55	60.33	9.42	1.33	0.00	0.04	0.19
MASSACHUSETTS	27.47	20.11	48.99	0.92	2.06	0.00	0.35	0.11
MICHIGAN	10.39	21.18	56.76	11.37	.	0.08	0.01	0.21
MINNESOTA	25.83	49.70	22.41	1.64	0.05	0.03	0.00	0.34
MISSISSIPPI	9.01	26.02	62.40	0.88	0.06	0.53	0.53	0.58
MISSOURI	6.63	29.71	54.59	8.52	0.30	0.00	0.00	0.26
MONTANA	21.51	43.23	33.07	1.39	0.60	0.00	0.00	0.20
NEBRASKA	30.48	41.29	25.94	1.31	0.21	0.00	0.13	0.64
NEVADA	9.08	32.85	53.03	4.90	0.00	0.00	0.00	0.14
NEW HAMPSHIRE	55.76	23.74	16.91	0.00	1.80	0.00	1.44	0.36
NEW JERSEY	4.83	11.19	67.12	8.88	7.70	0.00	0.00	0.28
NEW MEXICO	5.46	10.64	83.61	0.00	0.00	0.14	0.00	0.14
NEW YORK	9.91	7.60	73.14	5.77	3.27	0.00	0.16	0.15
NORTH CAROLINA	20.93	32.34	43.48	2.32	0.66	0.03	0.05	0.18
NORTH DAKOTA	47.93	36.25	13.87	0.97	0.24	0.24	0.49	0.00
OHIO	35.80	56.47	6.92	0.69	0.00	0.00	0.00	0.12
OKLAHOMA	12.75	46.94	39.83	0.20	0.06	0.06	0.00	0.17
OREGON	38.09	23.62	35.66	1.45	0.33	0.07	0.59	0.20
PENNSYLVANIA	8.28	32.46	56.36	2.09	0.50	0.13	0.05	0.13
PUERTO RICO	38.07	12.97	45.14	2.08	1.17	0.00	0.02	0.55
RHODE ISLAND	3.11	6.22	85.33	0.00	5.11	0.00	0.00	0.22
SOUTH CAROLINA	3.90	27.12	66.88	1.63	0.01	0.03	0.03	0.40
SOUTH DAKOTA	28.98	55.28	14.85	0.18	0.00	0.54	0.18	0.00
TENNESSEE	8.94	35.53	54.10	0.81	0.47	0.00	0.00	0.14
TEXAS	2.11	25.28	71.32	1.01	0.02	0.00	0.00	0.27
UTAH	7.27	14.04	77.53	1.00	0.00	0.08	0.00	0.08
VERMONT	79.78	12.69	4.95	0.86	0.43	0.00	0.22	1.08
VIRGINIA	2.02	14.12	82.74	0.67	0.20	0.00	0.04	0.20
WASHINGTON	16.45	41.51	41.68	0.11	0.04	0.04	0.04	0.14
WEST VIRGINIA	11.47	44.81	42.96	0.14	0.00	0.03	0.00	0.59
WISCONSIN	9.30	39.87	48.17	2.16	0.08	0.23	0.02	0.17
WYOMING	11.61	30.80	50.89	5.36	0.00	0.89	0.00	0.45
AMERICAN SAMOA	0.00	52.63	47.37	0.00	0.00	0.00	0.00	0.00
GUAM	5.00	75.00	20.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	45.00	55.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	7.37	51.58	41.05	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	36.13	39.50	20.59	2.52	0.00	0.00	1.26	0.00
U.S. AND OUTLYING AREAS	17.15	29.08	50.36	2.39	0.58	0.11	0.09	0.24
50 STATES, D.C. & P.R.	17.14	29.05	50.40	2.39	0.58	0.11	0.09	0.25

Please see data notes for an explanation of individual state differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	941	653	251	35	14	18	29	6
ALASKA	51	58	48	60	0	0	3	2
ARIZONA	559	147	847	106	119	1	21	6
ARKANSAS	34	44	81	0	15	0	2	1
CALIFORNIA	656	412	2,907	157	1,180	0	206	51
COLORADO	1,750	369	646	79	64	0	98	38
CONNECTICUT	557	244	691	67	195	0	55	4
DELAWARE	42	92	72	24	0	0	2	5
DISTRICT OF COLUMBIA	28	82	.	.	5	141	159	1
FLORIDA	4,682	1,948	7,232	180	82	23	3	6
GEORGIA	2,522	4,122	3,967	348	3	31	0	22
HAWAII	265	632	141	16	2	0	2	4
IDAHO	88	53	55	9	8	0	0	1
ILLINOIS	1,670	1,585	4,198	1,070	757	1	12	9
INDIANA	1,227	348	1,818	93	0	32	37	31
IOWA	1,684	1,240	721	135	.	9	26	2
KANSAS	667	237	325	50	17	2	2	1
KENTUCKY	451	492	937	130	0	13	28	69
LOUISIANA	211	239	1,112	57	1	15	0	17
MAINE	466	430	360	22	35	0	31	9
MARYLAND	494	316	1,221	290	331	2	11	8
MASSACHUSETTS	1,279	426	1,647	407	662	20	39	20
MICHIGAN	2,175	1,561	2,141	561	.	37	7	15
MINNESOTA	3,614	790	815	351	53	25	55	17
MISSISSIPPI	33	40	85	4	8	0	11	2
MISSOURI	1,214	1,012	991	145	115	0	5	27
MONTANA	106	74	54	11	10	0	13	1
NEBRASKA	488	214	332	11	8	0	1	3
NEVADA	215	163	213	37	0	0	0	4
NEW HAMPSHIRE	439	94	47	1	26	2	47	1
NEW JERSEY	535	448	1,294	236	696	0	1	35
NEW MEXICO	182	175	642	2	0	21	10	5
NEW YORK	2,865	811	8,067	2,100	1,016	240	205	240
NORTH CAROLINA	1,469	799	1,922	87	10	10	0	15
NORTH DAKOTA	196	62	25	1	1	3	0	1
OHIO	1,155	1,768	853	953	0	0	0	52
OKLAHOMA	293	371	718	13	3	4	0	11
OREGON	727	154	459	147	135	8	32	19
PENNSYLVANIA	855	1,296	3,173	260	329	84	27	19
PUERTO RICO	187	44	189	0	3	0	0	10
RHODE ISLAND	147	71	279	0	99	0	18	4
SOUTH CAROLINA	230	870	1,218	84	1	11	0	8
SOUTH DAKOTA	99	49	38	3	10	10	27	0
TENNESSEE	241	205	413	38	21	2	0	9
TEXAS	1,638	6,021	4,058	194	8	0	1	161
UTAH	651	405	444	43	0	11	0	19
VERMONT	419	42	25	20	27	0	15	4
VIRGINIA	584	777	2,252	219	100	11	40	16
WASHINGTON	710	523	608	63	8	0	9	14
WEST VIRGINIA	317	178	255	1	1	3	0	3
WISCONSIN	1,710	2,193	1,165	36	6	25	3	10
WYOMING	89	69	110	10	2	7	8	3
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	1	0	4	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	11	8	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	123	137	26	1	0	0	43	0
U.S. AND OUTLYING AREAS	44,036	35,899	62,200	8,967	6,186	822	1,345	1,040
50 STATES, D.C. & P.R.	43,907	35,748	62,162	8,966	6,186	822	1,301	1,040

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48.33	33.54	12.89	1.80	0.72	0.92	1.49	0.31
ALASKA	23.08	26.24	21.72	27.15	0.00	0.00	1.36	0.45
ARIZONA	26.54	21.23	40.22	5.03	5.65	0.05	1.00	0.28
ARKANSAS	19.21	24.86	45.76	0.00	8.47	0.00	1.13	0.56
CALIFORNIA	11.78	7.40	52.20	2.82	21.19	0.00	3.70	0.92
COLORADO	57.49	12.12	21.22	2.60	2.10	0.00	3.22	1.25
CONNECTICUT	30.72	13.46	38.11	3.70	10.76	0.00	3.03	0.22
DELAWARE	17.72	38.82	30.38	10.13	0.00	0.00	0.84	2.11
DISTRICT OF COLUMBIA	6.73	19.71	.	.	1.20	33.89	38.22	0.24
FLORIDA	33.07	13.76	51.09	1.27	0.58	0.16	0.02	0.04
GEORGIA	22.90	37.42	36.01	3.16	0.03	0.28	0.00	0.20
HAWAII	24.95	59.51	13.28	1.51	0.19	0.00	0.19	0.38
IDAHO	41.12	24.77	25.70	4.21	3.74	0.00	0.00	0.47
ILLINOIS	17.95	17.04	45.13	11.50	8.14	0.01	0.13	0.10
INDIANA	34.22	9.70	50.70	2.59	0.00	0.89	1.03	0.86
IOWA	44.12	32.49	18.89	3.54	.	0.24	0.68	0.05
KANSAS	51.27	18.22	24.98	3.84	1.31	0.15	0.15	0.08
KENTUCKY	21.27	23.21	44.20	6.13	0.00	0.61	1.32	3.25
LOUISIANA	12.77	14.47	67.31	3.45	0.06	0.91	0.00	1.03
MAINE	34.44	31.78	26.61	1.63	2.59	0.00	2.29	0.67
MARYLAND	18.48	11.82	45.68	10.85	12.38	0.07	0.41	0.30
MASSACHUSETTS	28.42	9.47	36.60	9.04	14.71	0.44	0.87	0.44
MICHIGAN	33.48	24.03	32.95	8.63	.	0.57	0.11	0.23
MINNESOTA	63.18	13.81	14.25	6.14	0.93	0.44	0.96	0.30
MISSISSIPPI	18.03	21.86	46.45	2.19	4.37	0.00	6.01	1.09
MISSOURI	34.60	28.84	28.24	4.13	3.28	0.00	0.14	0.77
MONTANA	39.41	27.51	20.07	4.09	3.72	0.00	4.83	0.37
NEBRASKA	46.17	20.25	31.41	1.04	0.76	0.00	0.09	0.28
NEVADA	34.02	25.79	33.70	5.85	0.00	0.00	0.00	0.63
NEW HAMPSHIRE	66.82	14.31	7.15	0.15	3.96	0.30	7.15	0.15
NEW JERSEY	16.49	13.81	39.88	7.27	21.45	0.00	0.03	1.08
NEW MEXICO	17.55	16.88	61.91	0.19	0.00	2.03	0.96	0.48
NEW YORK	18.43	5.22	51.90	13.51	6.54	1.54	1.32	1.54
NORTH CAROLINA	34.07	18.53	44.57	2.02	0.23	0.23	0.00	0.35
NORTH DAKOTA	67.82	21.45	8.65	0.35	0.35	1.04	0.00	0.35
OHIO	24.16	36.98	17.84	19.93	0.00	0.00	0.00	1.09
OKLAHOMA	20.74	26.26	50.81	0.92	0.21	0.28	0.00	0.78
OREGON	43.25	9.16	27.31	8.74	8.03	0.48	1.90	1.13
PENNSYLVANIA	14.15	21.45	52.51	4.30	5.44	1.39	0.45	0.31
PUERTO RICO	43.19	10.16	43.65	0.00	0.69	0.00	0.00	2.31
RHODE ISLAND	23.79	11.49	45.15	0.00	16.02	0.00	2.91	0.65
SOUTH CAROLINA	9.50	35.92	50.29	3.47	0.04	0.45	0.00	0.33
SOUTH DAKOTA	41.95	20.76	16.10	1.27	4.24	4.24	11.44	0.00
TENNESSEE	25.94	22.07	44.46	4.09	2.26	0.22	0.00	0.97
TEXAS	13.56	49.84	33.59	1.61	0.07	0.00	0.01	1.33
UTAH	41.39	25.75	28.23	2.73	0.00	0.70	0.00	1.21
VERMONT	75.91	7.61	4.53	3.62	4.89	0.00	2.72	0.72
VIRGINIA	14.60	19.43	56.31	5.48	2.50	0.28	1.00	0.40
WASHINGTON	36.69	27.03	31.42	3.26	0.41	0.00	0.47	0.72
WEST VIRGINIA	41.82	23.48	33.64	0.13	0.13	0.40	0.00	0.40
WISCONSIN	33.22	42.60	22.63	0.70	0.12	0.49	0.06	0.19
WYOMING	29.87	23.15	36.91	3.36	0.67	2.35	2.68	1.01
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.67	45.83	33.33	0.00	0.00	0.00	4.17	0.00
BUR. OF INDIAN AFFAIRS	37.27	41.52	7.88	0.30	0.00	0.00	13.03	0.00
U.S. AND OUTLYING AREAS	27.44	22.37	38.76	5.59	3.85	0.51	0.84	0.65
50 STATES, D.C. & P.R.	27.42	22.32	38.82	5.60	3.86	0.51	0.81	0.65

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MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39	141	318	61	0	38	1	14
ALASKA	40	55	143	3	0	0	0	2
ARIZONA	103	87	375	26	28	49	0	20
ARKANSAS	27	76	311	7	26	4	36	18
CALIFORNIA	201	160	1,447	196	47	20	1	56
COLORADO	572	213	449	54	3	2	3	20
CONNECTICUT	174	217	384	70	56	5	11	7
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	4	14	.	.	.	46	70	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	185	159	0	0	0	0	0	0
HAWAII	4	11	115	0	1	0	0	2
IDAHO	50	41	106	7	0	0	0	4
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	60	16	434	11	0	46	12	24
IOWA	18	13	59	13	.	1	2	1
KANSAS	327	167	222	52	9	2	7	5
KENTUCKY	222	292	434	21	2	2	2	37
LOUISIANA	16	11	282	16	0	15	0	51
MAINE	296	337	511	11	12	0	7	11
MARYLAND	414	405	1,339	478	172	7	10	14
MASSACHUSETTS	164	122	423	42	85	13	28	20
MICHIGAN	54	41	405	757	.	5	.	41
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	7	11	112	16	0	14	2	13
MISSOURI	42	76	208	72	10	0	3	13
MONTANA	47	47	98	2	1	8	2	2
NEBRASKA	19	10	91	6	0	0	0	10
NEVADA	11	38	149	110	0	0	0	9
NEW HAMPSHIRE	74	26	28	0	8	0	14	10
NEW JERSEY	662	1,079	3,737	1,188	1,365	14	1	59
NEW MEXICO	36	59	396	0	0	7	0	25
NEW YORK	1,769	1,311	4,598	1,556	995	38	61	131
NORTH CAROLINA	34	35	478	95	21	27	17	38
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	694	2,266	1,233	1,352	0	1	0	59
OKLAHOMA	78	167	514	14	0	4	1	35
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	49	62	524	172	39	7	5	36
PUERTO RICO	88	57	251	39	8	0	0	160
RHODE ISLAND	1	6	89	4	34	0	0	1
SOUTH CAROLINA	3	13	48	7	0	20	0	0
SOUTH DAKOTA	72	96	100	1	6	5	9	0
TENNESSEE	44	70	470	78	22	3	0	32
TEXAS	330	2,337	2,343	99	6	7	0	95
UTAH	19	12	286	153	0	0	0	6
VERMONT	16	1	2	0	0	0	0	0
VIRGINIA	36	92	553	68	11	3	2	12
WASHINGTON	140	213	581	22	3	9	2	18
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	2	102	3	0	0	0	0	0
AMERICAN SAMOA	0	3	8	0	0	0	0	0
GUAM	14	15	6	0	0	0	0	0
NORTHERN MARIANAS	13	3	0	0	0	0	0	0
PALAU	1	0	3	1	0	0	0	0
VIRGIN ISLANDS	0	0	12	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	27	45	31	1	0	0	10	0
U.S. AND OUTLYING AREAS	7,298	10,830	24,709	6,881	2,970	422	319	1,112
50 STATES, D.C. & P.R.	7,243	10,764	24,649	6,879	2,970	422	309	1,111

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MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.37	23.04	51.96	9.97	0.00	6.21	0.16	2.29
ALASKA	16.46	22.63	58.85	1.23	0.00	0.00	0.00	0.82
ARIZONA	14.97	12.65	54.51	3.78	4.07	7.12	0.00	2.91
ARKANSAS	5.35	15.05	61.58	1.39	5.15	0.79	7.13	3.56
CALIFORNIA	9.45	7.52	68.00	9.21	2.21	0.94	0.05	2.63
COLORADO	43.47	16.19	34.12	4.10	0.23	0.15	0.23	1.52
CONNECTICUT	18.83	23.48	41.56	7.58	6.06	0.54	1.19	0.76
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	2.99	10.45	.	.	.	34.33	52.24	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	53.78	46.22	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	3.01	8.27	86.47	0.00	0.75	0.00	0.00	1.50
IDAHO	24.04	19.71	50.96	3.37	0.00	0.00	0.00	1.92
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	9.95	2.65	71.97	1.82	0.00	7.63	1.99	3.98
IOWA	16.82	12.15	55.14	12.15	.	0.93	1.87	0.93
KANSAS	41.34	21.11	28.07	6.57	1.14	0.25	0.88	0.63
KENTUCKY	21.94	28.85	42.89	2.08	0.20	0.20	0.20	3.66
LOUISIANA	4.09	2.81	72.12	4.09	0.00	3.84	0.00	13.04
MAINE	24.98	28.44	43.12	0.93	1.01	0.00	0.59	0.93
MARYLAND	14.58	14.27	47.16	16.84	6.06	0.25	0.35	0.49
MASSACHUSETTS	18.28	13.60	47.16	4.68	9.48	1.45	3.12	2.23
MICHIGAN	4.14	3.15	31.08	58.10	.	0.38	.	3.15
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	4.00	6.29	64.00	9.14	0.00	8.00	1.14	7.43
MISSOURI	9.91	17.92	49.06	16.98	2.36	0.00	0.71	3.07
MONTANA	22.71	22.71	47.34	0.97	0.48	3.86	0.97	0.97
NEBRASKA	13.97	7.35	66.91	4.41	0.00	0.00	0.00	7.35
NEVADA	3.47	11.99	47.00	34.70	0.00	0.00	0.00	2.84
NEW HAMPSHIRE	46.25	16.25	17.50	0.00	5.00	0.00	8.75	6.25
NEW JERSEY	8.17	13.31	46.11	14.66	16.84	0.17	0.01	0.73
NEW MEXICO	6.88	11.28	75.72	0.00	0.00	1.34	0.00	4.78
NEW YORK	16.91	12.53	43.96	14.88	9.51	0.36	0.58	1.25
NORTH CAROLINA	4.56	4.70	64.16	12.75	2.82	3.62	2.28	5.10
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	12.38	40.43	22.00	24.12	0.00	0.02	0.00	1.05
OKLAHOMA	9.59	20.54	63.22	1.72	0.00	0.49	0.12	4.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5.48	6.94	58.61	19.24	4.36	0.78	0.56	4.03
PUERTO RICO	14.59	9.45	41.63	6.47	1.33	0.00	0.00	26.53
RHODE ISLAND	0.74	4.44	65.93	2.96	25.19	0.00	0.00	0.74
SOUTH CAROLINA	3.30	14.29	52.75	7.69	0.00	21.98	0.00	0.00
SOUTH DAKOTA	24.91	33.22	34.60	0.35	2.08	1.73	3.11	0.00
TENNESSEE	6.12	9.74	65.37	10.85	3.06	0.42	0.00	4.45
TEXAS	6.33	44.80	44.91	1.90	0.12	0.13	0.00	1.82
UTAH	3.99	2.52	60.08	32.14	0.00	0.00	0.00	1.26
VERMONT	84.21	5.26	10.53	0.00	0.00	0.00	0.00	0.00
VIRGINIA	4.63	11.84	71.17	8.75	1.42	0.39	0.26	1.54
WASHINGTON	14.17	21.56	58.81	2.23	0.30	0.91	0.20	1.82
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	1.87	95.33	2.80	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	27.27	72.73	0.00	0.00	0.00	0.00	0.00
GUAM	40.00	42.86	17.14	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	81.25	18.75	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	0.00	60.00	20.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	92.31	0.00	0.00	0.00	0.00	7.69
BUR. OF INDIAN AFFAIRS	23.68	39.47	27.19	0.88	0.00	0.00	8.77	0.00
U.S. AND OUTLYING AREAS	13.38	19.86	45.30	12.62	5.45	0.77	0.58	2.04
50 STATES, D.C. & P.R.	13.33	19.81	45.35	12.66	5.46	0.78	0.57	2.04

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

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HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	255	114	44	19	0	55	0	2
ALASKA	69	34	22	0	0	0	0	0
ARIZONA	283	185	121	0	3	149	0	0
ARKANSAS	102	90	21	32	2	30	0	0
CALIFORNIA	1,751	522	1,925	16	50	204	4	3
COLORADO	400	44	104	34	0	8	0	2
CONNECTICUT	199	67	29	26	37	0	4	0
DELAWARE	29	39	7	38	0	0	1	0
DISTRICT OF COLUMBIA	2	7	.	.	.	1	1	.
FLORIDA	533	171	490	2	17	133	0	0
GEORGIA	214	176	237	81	1	18	0	1
HAWAII	35	67	35	0	0	0	0	0
IDAHO	70	32	9	1	0	23	0	0
ILLINOIS	451	423	689	24	20	47	7	0
INDIANA	426	67	197	0	0	74	4	1
IOWA	139	54	33	0	.	23	0	0
KANSAS	109	58	37	49	0	0	0	0
KENTUCKY	135	63	41	0	10	53	0	1
LOUISIANA	204	145	133	1	5	56	0	2
MAINE	75	23	9	18	0	1	0	0
MARYLAND	231	73	140	5	3	188	0	0
MASSACHUSETTS	294	44	167	9	74	0	13	1
MICHIGAN	825	196	428	118	.	33	0	3
MINNESOTA	594	114	79	36	7	34	2	2
MISSISSIPPI	74	54	33	10	5	46	0	0
MISSOURI	223	131	110	43	7	19	0	2
MONTANA	49	25	11	0	1	12	1	0
NEBRASKA	135	51	78	2	0	1	0	2
NEVADA	100	37	49	1	0	0	0	0
NEW HAMPSHIRE	102	17	2	0	3	0	2	0
NEW JERSEY	196	125	201	89	19	51	0	1
NEW MEXICO	74	33	88	1	1	20	0	1
NEW YORK	1,190	214	799	423	73	42	7	11
NORTH CAROLINA	523	171	155	53	3	93	0	2
NORTH DAKOTA	37	10	1	5	0	8	0	0
OHIO	593	324	98	65	0	17	0	2
OKLAHOMA	128	79	89	21	2	30	0	0
OREGON	302	51	46	27	7	25	1	0
PENNSYLVANIA	593	214	304	4	85	1	20	4
PUERTO RICO	185	72	104	0	77	0	0	0
RHODE ISLAND	32	17	15	43	1	0	0	0
SOUTH CAROLINA	188	133	139	15	0	25	0	7
SOUTH DAKOTA	25	7	4	7	0	7	0	0
TENNESSEE	213	79	203	50	4	25	0	2
TEXAS	443	900	1,023	119	0	6	0	6
UTAH	123	42	50	99	0	0	0	0
VERMONT	39	4	3	0	9	0	4	0
VIRGINIA	221	133	233	5	6	31	0	1
WASHINGTON	315	177	177	1	23	32	0	0
WEST VIRGINIA	72	47	12	15	0	18	0	1
WISCONSIN	311	124	169	38	3	17	0	0
WYOMING	41	27	7	3	1	0	0	0
AMERICAN SAMOA	0	3	0	0	0	0	0	0
GUAM	2	8	5	0	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	0	0	0
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	2	1	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	24	6	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	13,983	6,125	9,215	1,648	559	1,656	71	60
50 STATES, D.C. & P.R.	13,952	6,106	9,200	1,648	559	1,656	71	60

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	52.15	23.31	9.00	3.89	0.00	11.25	0.00	0.41
ALASKA	55.20	27.20	17.60	0.00	0.00	0.00	0.00	0.00
ARIZONA	38.19	24.97	16.33	0.00	0.40	20.11	0.00	0.00
ARKANSAS	36.82	32.49	7.58	11.55	0.72	10.83	0.00	0.00
CALIFORNIA	39.13	11.66	43.02	0.36	1.12	4.56	0.09	0.07
COLORADO	67.57	7.43	17.57	5.74	0.00	1.35	0.00	0.34
CONNECTICUT	54.97	18.51	8.01	7.18	10.22	0.00	1.10	0.00
DELAWARE	25.44	34.21	6.14	33.33	0.00	0.00	0.88	0.00
DISTRICT OF COLUMBIA	18.18	63.64	.	.	.	9.09	9.09	.
FLORIDA	39.60	12.70	36.40	0.15	1.26	9.88	0.00	0.00
GEORGIA	29.40	24.18	32.55	11.13	0.14	2.47	0.00	0.14
HAWAII	25.55	48.91	25.55	0.00	0.00	0.00	0.00	0.00
IDAHO	51.85	23.70	6.67	0.74	0.00	17.04	0.00	0.00
ILLINOIS	27.15	25.47	41.48	1.44	1.20	2.83	0.42	0.00
INDIANA	55.40	8.71	25.62	0.00	0.00	9.62	0.52	0.13
IOWA	55.82	21.69	13.25	0.00	.	9.24	0.00	0.00
KANSAS	43.08	22.92	14.62	19.37	0.00	0.00	0.00	0.00
KENTUCKY	44.55	20.79	13.53	0.00	3.30	17.49	0.00	0.33
LOUISIANA	37.36	26.56	24.36	0.18	0.92	10.26	0.00	0.37
MAINE	59.52	18.25	7.14	14.29	0.00	0.79	0.00	0.00
MARYLAND	36.09	11.41	21.88	0.78	0.47	29.38	0.00	0.00
MASSACHUSETTS	48.84	7.31	27.74	1.50	12.29	0.00	2.16	0.17
MICHIGAN	51.47	12.23	26.70	7.36	.	2.06	0.00	0.19
MINNESOTA	68.43	13.13	9.10	4.15	0.81	3.92	0.23	0.23
MISSISSIPPI	33.33	24.32	14.86	4.50	2.25	20.72	0.00	0.00
MISSOURI	41.68	24.49	20.56	8.04	1.31	3.55	0.00	0.37
MONTANA	49.49	25.25	11.11	0.00	1.01	12.12	1.01	0.00
NEBRASKA	50.19	18.96	29.00	0.74	0.00	0.37	0.00	0.74
NEVADA	53.48	19.79	26.20	0.53	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	80.95	13.49	1.59	0.00	2.38	0.00	1.59	0.00
NEW JERSEY	28.74	18.33	29.47	13.05	2.79	7.48	0.00	0.15
NEW MEXICO	33.94	15.14	40.37	0.46	0.46	9.17	0.00	0.46
NEW YORK	43.13	7.76	28.96	15.33	2.65	1.52	0.25	0.40
NORTH CAROLINA	52.30	17.10	15.50	5.30	0.30	9.30	0.00	0.20
NORTH DAKOTA	60.66	16.39	1.64	8.20	0.00	13.11	0.00	0.00
OHIO	53.96	29.48	8.92	5.91	0.00	1.55	0.00	0.18
OKLAHOMA	36.68	22.64	25.50	6.02	0.57	8.60	0.00	0.00
OREGON	65.80	11.11	10.02	5.88	1.53	5.45	0.22	0.00
PENNSYLVANIA	48.41	17.47	24.82	0.33	6.94	0.08	1.63	0.33
PUERTO RICO	42.24	16.44	23.74	0.00	17.58	0.00	0.00	0.00
RHODE ISLAND	29.63	15.74	13.89	39.81	0.93	0.00	0.00	0.00
SOUTH CAROLINA	37.08	26.23	27.42	2.96	0.00	4.93	0.00	1.38
SOUTH DAKOTA	50.00	14.00	8.00	14.00	0.00	14.00	0.00	0.00
TENNESSEE	36.98	13.72	35.24	8.68	0.69	4.34	0.00	0.35
TEXAS	17.74	36.04	40.97	4.77	0.00	0.24	0.00	0.24
UTAH	39.17	13.38	15.92	31.53	0.00	0.00	0.00	0.00
VERMONT	66.10	6.78	5.08	0.00	15.25	0.00	6.78	0.00
VIRGINIA	35.08	21.11	36.98	0.79	0.95	4.92	0.00	0.16
WASHINGTON	43.45	24.41	24.41	0.14	3.17	4.41	0.00	0.00
WEST VIRGINIA	43.64	28.48	7.27	9.09	0.00	10.91	0.00	0.61
WISCONSIN	46.98	18.73	25.53	5.74	0.45	2.57	0.00	0.00
WYOMING	51.90	34.18	8.86	3.80	1.27	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	13.33	53.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	22.22	11.11	66.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	77.42	19.35	3.23	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	41.97	18.38	27.66	4.95	1.68	4.97	0.21	0.18
50 STATES, D.C. & P.R.	41.96	18.36	27.67	4.96	1.68	4.98	0.21	0.18

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STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	190	108	39	2	2	0	0	0
ALASKA	25	14	9	0	0	0	0	0
ARIZONA	285	59	171	12	1	0	0	3
ARKANSAS	43	37	25	0	3	0	2	0
CALIFORNIA	1,827	483	2,782	532	32	0	0	102
COLORADO	2,016	311	111	10	6	0	3	11
CONNECTICUT	148	20	16	0	2	0	0	0
DELAWARE	161	182	122	5	0	0	0	15
DISTRICT OF COLUMBIA	1	6	.	.	.	23	3	.
FLORIDA	973	289	824	30	1	0	0	1
GEORGIA	173	143	198	1	0	1	0	1
HAWAII	33	19	7	4	0	0	0	0
IDAHO	42	15	5	2	0	0	0	0
ILLINOIS	530	242	584	75	6	1	0	9
INDIANA	560	33	140	4	0	0	0	2
IOWA	193	76	53	0	.	0	0	2
KANSAS	235	30	33	0	0	0	0	2
KENTUCKY	127	70	44	0	1	0	0	4
LOUISIANA	332	144	198	2	0	1	0	12
MAINE	24	6	5	0	0	0	0	0
MARYLAND	102	37	80	9	25	0	0	0
MASSACHUSETTS	323	26	77	1	19	0	1	5
MICHIGAN	2,934	1,328	984	234	.	10	1	34
MINNESOTA	554	205	28	3	1	0	0	2
MISSISSIPPI	178	229	235	7	4	2	5	26
MISSOURI	195	99	79	40	3	0	0	6
MONTANA	26	6	3	0	0	0	0	0
NEBRASKA	176	32	40	3	0	0	0	12
NEVADA	93	45	27	1	0	0	0	0
NEW HAMPSHIRE	60	13	4	0	0	0	0	0
NEW JERSEY	186	52	47	10	11	0	0	5
NEW MEXICO	63	15	51	0	0	0	0	1
NEW YORK	1,116	178	3[illegible]5	66	22	2	0	11
NORTH CAROLINA	363	68	102	12	0	0	0	4
NORTH DAKOTA	58	10	7	1	0	0	1	0
OHIO	736	271	187	9	0	0	0	9
OKLAHOMA	185	62	26	1	1	0	0	0
OREGON	246	70	92	6	2	0	1	3
PENNSYLVANIA	168	75	296	23	54	1	2	0
PUERTO RICO	235	30	18	0	21	0	0	5
RHODE ISLAND	36	31	17	0	3	0	0	0
SOUTH CAROLINA	73	189	111	3	0	0	0	1
SOUTH DAKOTA	34	5	0	0	0	0	0	0
TENNESSEE	206	100	223	14	1	0	0	21
TEXAS	502	1,374	693	20	0	0	0	83
UTAH	36	22	17	1	0	0	0	5
VERMONT	33	3	1	0	0	0	0	0
VIRGINIA	210	67	183	0	1	0	0	2
WASHINGTON	308	106	73	1	0	0	0	3
WEST VIRGINIA	58	12	7	0	0	0	0	1
WISCONSIN	311	163	272	2	0	0	0	10
WYOMING	53	18	5	0	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	7	0	1	0	0	0	0	0
NORTHERN MARIANAS	5	1	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	6	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	17,804	7,231	9,689	1,146	222	41	19	413
50 STATES, D.C. & P.R.	17,775	7,228	9,686	1,146	222	41	19	413

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	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.72	31.67	11.44	0.59	0.59	0.00	0.00	0.00
ALASKA	52.08	29.17	18.75	0.00	0.00	0.00	0.00	0.00
ARIZONA	53.67	11.11	32.20	2.26	0.19	0.00	0.00	0.56
ARKANSAS	39.09	33.64	22.73	0.00	2.73	0.00	1.82	0.00
CALIFORNIA	31.73	8.39	48.32	9.24	0.56	0.00	0.00	1.77
COLORADO	81.69	12.60	4.50	0.41	0.24	0.00	0.12	0.45
CONNECTICUT	79.57	10.75	8.60	0.00	1.08	0.00	0.00	0.00
DELAWARE	33.20	37.53	25.15	1.03	0.00	0.00	0.00	3.09
DISTRICT OF COLUMBIA	3.03	18.18	.	.	.	69.70	9.09	.
FLORIDA	45.94	13.64	38.90	1.42	0.05	0.00	0.00	0.05
GEORGIA	33.46	27.66	38.30	0.19	0.00	0.19	0.00	0.19
HAWAII	52.38	30.16	11.11	6.35	0.00	0.00	0.00	0.00
IDAHO	65.63	23.44	7.81	3.13	0.00	0.00	0.00	0.00
ILLINOIS	36.63	16.72	40.36	5.18	0.41	0.07	0.00	0.62
INDIANA	75.78	4.47	18.94	0.54	0.00	0.00	0.00	0.27
IOWA	59.57	23.46	16.36	0.00	.	0.00	0.00	0.62
KANSAS	78.33	10.00	11.00	0.00	0.00	0.00	0.00	0.67
KENTUCKY	51.63	28.46	17.89	0.00	0.41	0.00	0.00	1.63
LOUISIANA	48.19	20.90	28.74	0.29	0.00	0.15	0.00	1.74
MAINE	68.57	17.14	14.29	0.00	0.00	0.00	0.00	0.00
MARYLAND	40.32	14.62	31.62	3.56	9.88	0.00	0.00	0.00
MASSACHUSETTS	71.46	5.75	17.04	0.22	4.20	0.00	0.22	1.11
MICHIGAN	53.10	24.04	17.81	4.24	.	0.18	0.02	0.62
MINNESOTA	69.86	25.85	3.53	0.38	0.13	0.00	0.00	0.25
MISSISSIPPI	25.95	33.38	34.26	1.02	0.58	0.29	0.73	3.79
MISSOURI	46.21	23.46	18.72	9.48	0.71	0.00	0.00	1.42
MONTANA	74.29	17.14	8.57	0.00	0.00	0.00	0.00	0.00
NEBRASKA	66.92	12.17	15.21	1.14	0.00	0.00	0.00	4.56
NEVADA	56.02	27.11	16.27	0.60	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	77.92	16.88	5.19	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	59.81	16.72	15.11	3.22	3.54	0.00	0.00	1.61
NEW MEXICO	48.46	11.54	39.23	0.00	0.00	0.00	0.00	0.77
NEW YORK	64.51	10.29	19.36	3.82	1.27	0.12	0.00	0.64
NORTH CAROLINA	66.12	12.39	18.58	2.19	0.00	0.00	0.00	0.73
NORTH DAKOTA	75.32	12.99	9.09	1.30	0.00	0.00	1.30	0.00
OHIO	60.73	22.36	15.43	0.74	0.00	0.00	0.00	0.74
OKLAHOMA	67.27	22.55	9.45	0.36	0.36	0.00	0.00	0.00
OREGON	58.57	16.67	21.90	1.43	0.48	0.00	0.24	0.71
PENNSYLVANIA	27.14	12.12	47.82	3.72	8.72	0.16	0.32	0.00
PUERTO RICO	76.05	9.71	5.83	0.00	6.80	0.00	0.00	1.62
RHODE ISLAND	41.38	35.63	19.54	0.00	3.45	0.00	0.00	0.00
SOUTH CAROLINA	19.36	50.13	29.44	0.80	0.00	0.00	0.00	0.27
SOUTH DAKOTA	87.18	12.82	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	36.46	17.70	39.47	2.48	0.18	0.00	0.00	3.72
TEXAS	18.79	51.42	25.94	0.75	0.00	0.00	0.00	3.11
UTAH	44.44	27.16	20.99	1.23	0.00	0.00	0.00	6.17
VERMONT	89.19	8.11	2.70	0.00	0.00	0.00	0.00	0.00
VIRGINIA	45.36	14.47	39.52	0.00	0.22	0.00	0.00	0.43
WASHINGTON	62.73	21.59	14.87	0.20	0.00	0.00	0.00	0.61
WEST VIRGINIA	74.36	15.38	8.97	0.00	0.00	0.00	0.00	1.28
WISCONSIN	41.03	21.50	35.88	0.26	0.00	0.00	0.00	1.32
WYOMING	69.74	23.68	6.58	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	87.50	0.00	12.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	91.67	8.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	48.69	19.78	26.50	3.13	0.61	0.11	0.05	1.13
50 STATES, D.C. & P.R.	48.66	19.79	26.52	3.14	0.61	0.11	0.05	1.13

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	915	616	118	6	1	7	1	15
ALASKA	204	89	42	3	0	0	1	3
ARIZONA	407	218	139	5	1	0	0	9
ARKANSAS	913	1,139	316	0	30	0	17	4
CALIFORNIA	4,515	1,155	2,419	56	150	0	5	65
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,904	681	325	19	43	0	8	1
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	17	20	.	.	1	19	10	1
FLORIDA	1,495	693	471	11	10	4	1	170
GEORGIA	1,677	2,807	1,515	7	0	9	0	13
HAWAII	108	407	86	0	7	0	3	4
IDAHO	304	163	30	4	1	0	1	2
ILLINOIS	1,202	1,422	1,151	59	29	5	4	35
INDIANA	785	285	320	6	1	2	2	8
IOWA	22	21	4	0	.	0	1	0
KANSAS	1,243	505	180	11	6	0	1	6
KENTUCKY	1,308	1,335	256	1	1	4	4	20
LOUISIANA	1,327	1,109	1,125	15	1	6	0	34
MAINE	501	310	103	3	4	0	1	4
MARYLAND	1,658	892	748	61	40	3	4	8
MASSACHUSETTS	183	47	57	3	13	0	3	81
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2,233	688	112	18	3	2	2	7
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	1,641	1,047	355	25	8	0	0	17
MONTANA	226	146	23	0	2	0	1	1
NEBRASKA	553	266	185	9	4	1	3	22
NEVADA	339	230	92	10	0	1	0	5
NEW HAMPSHIRE	1,166	219	55	0	18	1	22	10
NEW JERSEY	894	677	460	24	54	0	0	30
NEW MEXICO	303	257	355	0	0	2	4	7
NEW YORK	6,180	1,995	2,767	264	81	3	6	43
NORTH CAROLINA	4,263	1,482	896	20	5	6	0	27
NORTH DAKOTA	183	48	11	0	0	0	2	2
OHIO	1,578	248	38	12	0	0	0	187
OKLAHOMA	780	448	172	2	1	0	0	7
OREGON	1,458	284	262	34	18	0	8	15
PENNSYLVANIA	287	270	178	2	3	2	0	1
PUERTO RICO	481	131	77	1	35	0	0	42
RHODE ISLAND	466	200	268	0	19	0	0	11
SOUTH CAROLINA	216	1,055	237	0	0	0	0	5
SOUTH DAKOTA	139	65	12	1	0	0	0	2
TENNESSEE	1,749	1,234	632	13	3	0	2	121
TEXAS	3,221	9,968	3,036	51	2	0	0	489
UTAH	175	126	158	2	0	1	0	1
VERMONT	443	37	7	2	2	0	1	4
VIRGINIA	1,517	1,872	1,109	17	24	0	2	15
WASHINGTON	3,673	2,452	1,391	26	12	0	6	25
WEST VIRGINIA	454	443	95	0	1	0	0	1
WISCONSIN	949	1,135	533	5	0	3	0	13
WYOMING	157	143	72	21	0	1	1	1
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	15	16	2	0	0	0	0	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	16	5	5	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	98	19	1	0	0	0	0	1
U.S. AND OUTLYING AREAS	56,548	41,122	23,001	829	634	82	127	1,595
50 STATES, D.C. & P.R.	56,412	41,080	22,993	829	634	82	127	1,594

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	54.50	36.69	7.03	0.36	0.06	0.42	0.06	0.89
ALASKA	59.65	26.02	12.28	0.88	0.00	0.00	0.29	0.88
ARIZONA	52.25	27.98	17.84	0.64	0.13	0.00	0.00	1.16
ARKANSAS	37.74	47.09	13.06	0.00	1.24	0.00	0.70	0.17
CALIFORNIA	53.97	13.81	28.92	0.67	1.79	0.00	0.06	0.78
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	63.87	22.84	10.90	0.64	1.44	0.00	0.27	0.03
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	25.00	29.41	.	.	1.47	27.94	14.71	1.47
FLORIDA	52.36	24.27	16.50	0.39	0.35	0.14	0.04	5.95
GEORGIA	27.82	46.57	25.13	0.12	0.00	0.15	0.00	0.22
HAWAII	17.56	66.18	13.98	0.00	1.14	0.00	0.49	0.65
IDAHO	60.20	32.28	5.94	0.79	0.20	0.00	0.20	0.40
ILLINOIS	30.77	36.40	29.46	1.51	0.74	0.13	0.10	0.90
INDIANA	55.71	20.23	22.71	0.43	0.07	0.14	0.14	0.57
IOWA	45.83	43.75	8.33	0.00	.	0.00	2.08	0.00
KANSAS	63.68	25.87	9.22	0.56	0.31	0.00	0.05	0.31
KENTUCKY	44.66	45.58	8.74	0.03	0.03	0.14	0.14	0.68
LOUISIANA	36.69	30.66	31.10	0.41	0.03	0.17	0.00	0.94
MAINE	54.10	33.48	11.12	0.32	0.43	0.00	0.11	0.43
MARYLAND	48.56	26.13	21.91	1.79	1.17	0.09	0.12	0.23
MASSACHUSETTS	47.29	12.14	14.73	0.78	3.36	0.00	0.78	20.93
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	72.85	22.45	3.65	0.59	0.10	0.07	0.07	0.23
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	53.06	33.85	11.48	0.81	0.26	0.00	0.00	0.55
MONTANA	56.64	36.59	5.76	0.00	0.50	0.00	0.25	0.25
NEBRASKA	53.02	25.50	17.74	0.86	0.38	0.10	0.29	2.11
NEVADA	50.07	33.97	13.59	1.48	0.00	0.15	0.00	0.74
NEW HAMPSHIRE	78.20	14.69	3.69	0.00	1.21	0.07	1.48	0.67
NEW JERSEY	41.80	31.65	21.51	1.12	2.52	0.00	0.00	1.40
NEW MEXICO	32.65	27.69	38.25	0.00	0.00	0.22	0.43	0.75
NEW YORK	54.50	17.59	24.40	2.33	0.71	0.03	0.05	0.38
NORTH CAROLINA	63.64	22.12	13.38	0.30	0.07	0.09	0.00	0.40
NORTH DAKOTA	74.39	19.51	4.47	0.00	0.00	0.00	0.81	0.81
OHIO	76.49	12.02	1.84	0.58	0.00	0.00	0.00	9.06
OKLAHOMA	55.32	31.77	12.20	0.14	0.07	0.00	0.00	0.50
OREGON	70.13	13.66	12.60	1.64	0.87	0.00	0.38	0.72
PENNSYLVANIA	38.63	36.34	23.96	0.27	0.40	0.27	0.00	0.13
PUERTO RICO	62.71	17.08	10.04	0.13	4.56	0.00	0.00	5.48
RHODE ISLAND	48.34	20.75	27.80	0.00	1.97	0.00	0.00	1.14
SOUTH CAROLINA	14.28	69.73	15.66	0.00	0.00	0.00	0.00	0.33
SOUTH DAKOTA	63.47	29.68	5.48	0.46	0.00	0.00	0.00	0.91
TENNESSEE	46.59	32.87	16.84	0.35	0.08	0.00	0.05	3.22
TEXAS	19.21	59.45	18.11	0.30	0.01	0.00	0.00	2.92
UTAH	37.80	27.21	34.13	0.43	0.00	0.22	0.00	0.22
VERMONT	89.31	7.46	1.41	0.40	0.40	0.00	0.20	0.81
VIRGINIA	33.30	41.09	24.34	0.37	0.53	0.00	0.04	0.33
WASHINGTON	48.42	32.33	18.34	0.34	0.16	0.00	0.08	0.33
WEST VIRGINIA	45.67	44.57	9.56	0.00	0.10	0.00	0.00	0.10
WISCONSIN	35.97	43.03	20.20	0.19	0.00	0.11	0.00	0.49
WYOMING	39.65	36.11	18.18	5.30	0.00	0.25	0.25	0.25
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	45.45	48.48	6.06	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	61.54	19.23	19.23	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	82.35	15.97	0.84	0.00	0.00	0.00	0.00	0.84
U.S. AND OUTLYING AREAS	45.63	33.18	18.56	0.67	0.51	0.07	0.10	1.29
50 STATES, D.C. & P.R.	45.59	33.20	18.58	0.67	0.51	0.07	0.10	1.29

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VISUAL IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	99	31	1	17	0	18	0	0
ALASKA	14	2	2	0	0	0	0	0
ARIZONA	176	77	23	0	0	9	0	1
ARKANSAS	45	21	2	19	0	12	0	1
CALIFORNIA	736	227	720	30	10	15	3	6
COLORADO	111	5	5	2	0	1	0	0
CONNECTICUT	106	19	27	1	1	0	1	2
DELAWARE	16	10	1	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	.	.	.	1	.	1
FLORIDA	321	71	75	2	2	31	0	0
GEORGIA	154	89	33	19	0	0	0	0
HAWAII	28	7	4	0	0	0	0	0
IDAHO	30	6	3	0	0	8	0	0
ILLINOIS	216	154	91	9	1	4	0	0
INDIANA	253	27	35	0	0	53	0	1
IOWA	26	12	3	0	.	2	0	0
KANSAS	64	14	5	0	0	0	0	0
KENTUCKY	150	32	9	0	1	16	0	2
LOUISIANA	81	35	41	0	0	10	0	0
MAINE	24	11	6	0	0	0	0	0
MARYLAND	120	28	30	3	22	1	17	0
MASSACHUSETTS	204	41	42	1	7	0	4	0
MICHIGAN	217	63	61	43	.	1	.	2
MINNESOTA	158	18	5	0	0	8	0	0
MISSISSIPPI	40	21	28	3	0	32	0	0
MISSOURI	107	32	13	19	1	0	0	1
MONTANA	8	7	5	0	0	0	0	0
NEBRASKA	59	28	15	1	0	2	0	2
NEVADA	45	10	4	0	0	0	0	.
NEW HAMPSHIRE	57	5	3	0	0	0	1	0
NEW JERSEY	95	23	16	1	4	0	0	0
NEW MEXICO	31	17	27	0	0	4	0	0
NEW YORK	379	65	280	114	22	8	2	17
NORTH CAROLINA	198	56	19	6	1	12	0	0
NORTH DAKOTA	15	2	1	0	0	0	0	0
OHIO	288	144	15	5	0	24	0	1
OKLAHOMA	84	27	16	12	0	8	0	0
OREGON	90	20	14	2	1	11	1	1
PENNSYLVANIA	292	54	109	6	54	2	11	11
PUERTO RICO	163	44	20	16	5	0	0	0
RHODE ISLAND	16	8	5	0	2	0	0	0
SOUTH CAROLINA	81	51	25	4	0	8	0	0
SOUTH DAKOTA	13	6	0	0	0	3	0	0
TENNESSEE	220	66	50	21	2	0	0	1
TEXAS	287	550	237	12	1	17	0	6
UTAH	48	13	37	54	0	0	0	0
VERMONT	10	1	0	0	0	0	0	0
VIRGINIA	139	29	19	0	1	8	0	0
WASHINGTON	82	38	21	0	0	8	0	1
WEST VIRGINIA	59	14	5	6	0	4	0	5
WISCONSIN	111	26	35	9	1	5	0	0
WYOMING	10	8	1	1	1	0	0	0
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	3	3	0	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	5	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	0	1	0	0	0	0	2
U.S. AND OUTLYING AREAS	6,392	2,371	2,246	438	140	346	40	64
50 STATES, D.C. & P.R.	6,376	2,366	2,244	438	140	346	40	62

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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VISUAL IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	59.64	18.67	0.60	10.24	0.00	10.84	0.00	0.00
ALASKA	77.78	11.11	11.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	61.54	26.92	8.04	0.00	0.00	3.15	0.00	0.35
ARKANSAS	45.00	21.00	2.00	19.00	0.00	12.00	0.00	1.00
CALIFORNIA	42.13	12.99	41.21	1.72	0.57	0.86	0.17	0.34
COLORADO	89.52	4.03	4.03	1.61	0.00	0.81	0.00	0.00
CONNECTICUT	67.52	12.10	17.20	0.64	0.64	0.00	0.64	1.27
DELAWARE	59.26	37.04	3.70	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	33.33	.	.	.	33.33	.	33.33
FLORIDA	63.94	14.14	14.94	0.40	0.40	6.18	0.00	0.00
GEORGIA	52.20	30.17	11.19	6.44	0.00	0.00	0.00	0.00
HAWAII	71.79	17.95	10.26	0.00	0.00	0.00	0.00	0.00
IDAHO	63.83	12.77	6.38	0.00	0.00	17.02	0.00	0.00
ILLINOIS	45.47	32.42	19.16	1.89	0.21	0.84	0.00	0.00
INDIANA	68.56	7.32	9.49	0.00	0.00	14.36	0.00	0.27
IOWA	60.47	27.91	6.98	0.00	.	4.65	0.00	0.00
KANSAS	77.11	16.87	6.02	0.00	0.00	0.00	0.00	0.00
KENTUCKY	71.43	15.24	4.29	0.00	0.48	7.62	0.00	0.95
LOUISIANA	48.50	20.96	24.55	0.00	0.00	5.99	0.00	0.00
MAINE	58.54	26.83	14.63	0.00	0.00	0.00	0.00	0.00
MARYLAND	54.30	12.67	13.57	1.36	9.95	0.45	7.69	0.00
MASSACHUSETTS	68.23	13.71	14.05	0.33	2.34	0.00	1.34	0.00
MICHIGAN	56.07	16.28	15.76	11.11	.	0.26	.	0.52
MINNESOTA	83.60	9.52	2.65	0.00	0.00	4.23	0.00	0.00
MISSISSIPPI	32.26	16.94	22.58	2.42	0.00	25.81	0.00	0.00
MISSOURI	61.85	18.50	7.51	10.98	0.58	0.00	0.00	0.58
MONTANA	40.00	35.00	25.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	55.14	26.17	14.02	0.93	0.00	1.87	0.00	1.87
NEVADA	76.27	16.95	6.78	0.00	0.00	0.00	0.00	.
NEW HAMPSHIRE	86.36	7.58	4.55	0.00	0.00	0.00	1.52	0.00
NEW JERSEY	68.35	16.55	11.51	0.72	2.88	0.00	0.00	0.00
NEW MEXICO	39.24	21.52	34.18	0.00	0.00	5.06	0.00	0.00
NEW YORK	42.73	7.33	31.57	12.85	2.48	0.90	0.23	1.92
NORTH CAROLINA	67.81	19.18	6.51	2.05	0.34	4.11	0.00	0.00
NORTH DAKOTA	83.33	11.11	5.56	0.00	0.00	0.00	0.00	0.00
OHIO	60.38	30.19	3.14	1.05	0.00	5.03	0.00	0.21
OKLAHOMA	57.14	18.37	10.88	8.16	0.00	5.44	0.00	0.00
OREGON	64.29	14.29	10.00	1.43	0.71	7.86	0.71	0.71
PENNSYLVANIA	54.17	10.02	20.22	1.11	10.02	0.37	2.04	2.04
PUERTO RICO	65.73	17.74	8.06	6.45	2.02	0.00	0.00	0.00
RHODE ISLAND	51.61	25.81	16.13	0.00	6.45	0.00	0.00	0.00
SOUTH CAROLINA	47.93	30.18	14.79	2.37	0.00	4.73	0.00	0.00
SOUTH DAKOTA	59.09	27.27	0.00	0.00	0.00	13.64	0.00	0.00
TENNESSEE	61.11	18.33	13.89	5.83	0.56	0.00	0.00	0.28
TEXAS	25.86	49.55	21.35	1.08	0.09	1.53	0.00	0.54
UTAH	31.58	8.55	24.34	35.53	0.00	0.00	0.00	0.00
VERMONT	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	70.92	14.80	9.69	0.00	0.51	4.08	0.00	0.00
WASHINGTON	54.67	25.33	14.00	0.00	0.00	5.33	0.00	0.67
WEST VIRGINIA	63.44	15.05	5.38	6.45	0.00	4.30	0.00	5.38
WISCONSIN	59.36	13.90	18.72	4.81	0.53	2.67	0.00	0.00
WYOMING	47.62	38.10	4.76	4.76	4.76	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	66.67	0.00	11.11	0.00	0.00	0.00	0.00	22.22
U.S. AND OUTLYING AREAS	53.10	19.70	18.66	3.64	1.16	2.87	0.33	0.53
50 STATES, D.C. & P.R.	53.08	19.70	18.68	3.65	1.17	2.88	0.33	0.52

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	108	141	146	27	6	7	3	3
ALASKA	16	21	77	0	0	0	0	0
ARIZONA	158	64	319	8	38	0	0	2
ARKANSAS	88	108	189	2	24	1	0	0
CALIFORNIA	1,237	492	3,663	224	321	0	8	18
COLORADO	137	23	79	2	0	0	0	2
CONNECTICUT	208	139	204	62	67	0	7	0
DELAWARE	3	40	29	66	0	0	0	0
DISTRICT OF COLUMBIA	.	3	.	.	.	2	21	1
FLORIDA	850	123	1,044	33	15	0	0	2
GEORGIA	24	52	794	16	1	1	0	0
HAWAII	14	40	91	1	3	0	0	0
IDAHO	65	28	49	2	0	0	0	0
ILLINOIS	416	181	1,118	158	172	1	12	4
INDIANA	437	102	728	25	0	0	3	1
IOWA	79	58	125	11	.	2	0	0
KANSAS	123	55	133	3	1	0	0	1
KENTUCKY	158	163	227	2	0	0	0	2
LOUISIANA	67	39	465	8	0	3	0	0
MAINE	65	52	113	4	3	0	0	3
MARYLAND	188	145	463	125	64	0	7	1
MASSACHUSETTS	15	3	113	10	38	0	21	1
MICHIGAN	631	294	600	508	.	3	.	2
MINNESOTA	598	287	348	15	0	0	2	0
MISSISSIPPI	15	20	129	7	2	1	3	1
MISSOURI	283	199	329	40	6	1	0	4
MONTANA	25	28	33	2	1	0	0	0
NEBRASKA	49	41	87	5	1	0	0	0
NEVADA	61	43	92	11	0	0	0	1
NEW HAMPSHIRE	126	26	14	0	8	0	1	7
NEW JERSEY	152	110	586	363	477	0	5	18
NEW MEXICO	17	9	79	0	0	1	0	0
NEW YORK	588	214	1,439	452	511	2	63	16
NORTH CAROLINA	272	134	1,005	84	9	0	0	3
NORTH DAKOTA	27	12	16	0	0	0	0	0
OHIO	558	341	135	53	0	0	0	4
OKLAHOMA	96	77	197	3	1	0	0	3
OREGON	784	225	393	29	11	0	2	5
PENNSYLVANIA	255	254	1,180	72	131	1	11	4
PUERTO RICO	24	22	154	8	1	0	0	4
RHODE ISLAND	7	31	116	0	18	0	0	0
SOUTH CAROLINA	25	77	330	12	0	0	2	2
SOUTH DAKOTA	35	22	34	0	3	1	1	0
TENNESSEE	70	46	356	9	13	0	0	3
TEXAS	291	914	1,770	36	7	0	1	10
UTAH	51	28	227	13	0	0	0	0
VERMONT	70	7	6	1	1	0	0	2
VIRGINIA	101	117	771	123	7	0	4	3
WASHINGTON	197	225	529	3	6	0	1	1
WEST VIRGINIA	49	48	64	2	1	0	0	0
WISCONSIN	227	270	438	13	1	2	0	2
WYOMING	11	12	23	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	3	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	1	0	0	0	0	0
PALAU	1	0	0	1	0	0	0	0
VIRGIN ISLANDS	0	3	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	1	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,156	6,212	21,654	2,654	1,969	29	178	136
50 STATES, D.C. & P.R.	10,151	6,205	21,649	2,653	1,969	29	178	136

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24.49	31.97	33.11	6.12	1.36	1.59	0.68	0.68
ALASKA	14.04	18.42	67.54	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.83	10.87	54.16	1.36	6.45	0.00	0.00	0.34
ARKANSAS	21.36	26.21	45.87	0.49	5.83	0.24	0.00	0.00
CALIFORNIA	20.74	8.25	61.43	3.76	5.38	0.00	0.13	0.30
COLORADO	56.38	9.47	32.51	0.82	0.00	0.00	0.00	0.82
CONNECTICUT	30.28	20.23	29.69	9.02	9.75	0.00	1.02	0.00
DELAWARE	2.17	28.99	21.01	47.83	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	11.11	.	.	.	7.41	77.78	3.70
FLORIDA	41.12	5.95	50.51	1.60	0.73	0.00	0.00	0.10
GEORGIA	2.70	5.86	89.41	1.80	0.11	0.11	0.00	0.00
HAWAII	9.40	26.85	61.07	0.67	2.01	0.00	0.00	0.00
IDAHO	45.14	19.44	34.03	1.39	0.00	0.00	0.00	0.00
ILLINOIS	20.17	8.78	54.22	7.66	8.34	0.05	0.58	0.19
INDIANA	33.72	7.87	56.17	1.93	0.00	0.00	0.23	0.08
IOWA	28.73	21.09	45.45	4.00	.	0.73	0.00	0.00
KANSAS	38.92	17.41	42.09	0.95	0.32	0.00	0.00	0.32
KENTUCKY	28.62	29.53	41.12	0.36	0.00	0.00	0.00	0.36
LOUISIANA	11.51	6.70	79.90	1.37	0.00	0.52	0.00	0.00
MAINE	27.08	21.67	47.08	1.67	1.25	0.00	0.00	1.25
MARYLAND	18.93	14.60	46.63	12.59	6.45	0.00	0.70	0.10
MASSACHUSETTS	7.46	1.49	56.22	4.98	18.91	0.00	10.45	0.50
MICHIGAN	30.96	14.43	29.44	24.93	.	0.15	.	0.10
MINNESOTA	47.84	22.96	27.84	1.20	0.00	0.00	0.16	0.00
MISSISSIPPI	8.43	11.24	72.47	3.93	1.12	0.56	1.69	0.56
MISSOURI	32.83	23.09	38.17	4.64	0.70	0.12	0.00	0.46
MONTANA	28.09	31.46	37.08	2.25	1.12	0.00	0.00	0.00
NEBRASKA	26.78	22.40	47.54	2.73	0.55	0.00	0.00	0.00
NEVADA	29.33	20.67	44.23	5.29	0.00	0.00	0.00	0.48
NEW HAMPSHIRE	69.23	14.29	7.69	0.00	4.40	0.00	0.55	3.85
NEW JERSEY	8.88	6.43	34.25	21.22	27.88	0.00	0.29	1.05
NEW MEXICO	16.04	8.49	74.53	0.00	0.00	0.94	0.00	0.00
NEW YORK	17.90	6.51	43.81	13.76	15.56	0.06	1.92	0.49
NORTH CAROLINA	18.05	8.89	66.69	5.57	0.60	0.00	0.00	0.20
NORTH DAKOTA	49.09	21.82	29.09	0.00	0.00	0.00	0.00	0.00
OHIO	51.15	31.26	12.37	4.86	0.00	0.00	0.00	0.37
OKLAHOMA	25.46	20.42	52.25	0.80	0.27	0.00	0.00	0.80
OREGON	54.11	15.53	27.12	2.00	0.76	0.00	0.14	0.35
PENNSYLVANIA	13.36	13.31	61.84	3.77	6.87	0.05	0.58	0.21
PUERTO RICO	11.27	10.33	72.30	3.76	0.47	0.00	0.00	1.88
RHODE ISLAND	4.07	18.02	67.44	0.00	10.47	0.00	0.00	0.00
SOUTH CAROLINA	5.58	17.19	73.66	2.68	0.00	0.00	0.45	0.45
SOUTH DAKOTA	36.46	22.92	35.42	0.00	3.13	1.04	1.04	0.00
TENNESSEE	14.08	9.26	71.63	1.81	2.62	0.00	0.00	0.60
TEXAS	9.61	30.17	58.44	1.19	0.23	0.00	0.03	0.33
UTAH	15.99	8.78	71.16	4.08	0.00	0.00	0.00	0.00
VERMONT	80.46	8.05	6.90	1.15	1.15	0.00	0.00	2.30
VIRGINIA	8.97	10.39	68.47	10.92	0.62	0.00	0.36	0.27
WASHINGTON	20.48	23.39	54.99	0.31	0.62	0.00	0.10	0.10
WEST VIRGINIA	29.88	29.27	39.02	1.22	0.61	0.00	0.00	0.00
WISCONSIN	23.82	28.33	45.96	1.36	0.10	0.21	0.00	0.21
WYOMING	23.91	26.09	50.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	60.00	20.00	20.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	23.63	14.45	50.37	6.17	4.58	0.07	0.41	0.32
50 STATES, D.C. & P.R.	23.62	14.44	50.38	6.17	4.58	0.07	0.41	0.32

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DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	1	0	0	0	0	0
ALASKA	0	1	1	0	0	0	0	0
ARIZONA	2	8	15	1	1	6	0	0
ARKANSAS	2	1	0	3	0	0	0	0
CALIFORNIA	7	7	48	2	0	0	0	0
COLORADO	13	3	13	7	1	0	0	0
CONNECTICUT	7	3	10	1	4	0	0	0
DELAWARE	0	2	8	4	0	0	2	1
DISTRICT OF COLUMBIA	1	.	.	.	.	2	.	2
FLORIDA	2	1	11	0	0	3	0	0
GEORGIA	4	1	4	2	0	0	0	0
HAWAII	1	2	22	11	0	0	0	0
IDAHO	3	1	2	.	0	1	0	0
ILLINOIS	0	1	18	2	0	3	0	0
INDIANA	1	0	7	0	0	4	0	0
IOWA	5	3	11	1	.	0	0	0
KANSAS	7	3	0	0	0	0	0	0
KENTUCKY	2	1	5	0	0	0	0	0
LOUISIANA	0	0	5	0	0	1	0	1
MAINE	0	0	0	0	0	0	0	0
MARYLAND	1	0	2	1	0	0	1	1
MASSACHUSETTS	1	0	6	1	4	0	2	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	14	4	3	0	0	1	0	0
MISSISSIPPI	0	2	3	0	1	1	0	0
MISSOURI	0	1	6	2	0	1	0	0
MONTANA	3	2	3	0	0	0	0	0
NEBRASKA	1	1	3	0	0	0	0	1
NEVADA	1	0	3	0	0	0	0	.
NEW HAMPSHIRE	0	0	0	0	1	0	0	0
NEW JERSEY	1	0	3	2	0	1	0	0
NEW MEXICO	0	0	1	0	0	2	0	0
NEW YORK	0	1	3	1	0	1	1	0
NORTH CAROLINA	1	0	2	3	0	3	0	0
NORTH DAKOTA	0	0	1	0	0	0	1	0
OHIO	4	1	0	0	0	0	0	1
OKLAHOMA	0	0	0	0	0	0	0	2
OREGON	7	1	0	1	1	2	1	0
PENNSYLVANIA	3	0	2	2	0	0	0	0
PUERTO RICO	1	0	1	8	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	6	3	0	1	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	1	0	0	1	0	0	0	0
TEXAS	3	6	15	0	0	2	0	1
UTAH	2	2	12	21	0	0	0	1
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	1	0	2	0	0	0	0	0
WASHINGTON	3	0	9	0	0	0	0	0
WEST VIRGINIA	1	0	0	2	0	6	0	0
WISCONSIN	0	0	4	1	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	6	0	0	0	0	0
U.S. AND OUTLYING AREAS	108	59	277	83	13	41	8	12
50 STATES, D.C. & P.R.	108	59	271	83	13	41	8	12

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
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DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	6.06	24.24	45.45	3.03	3.03	18.18	0.00	0.00
ARKANSAS	33.33	16.67	0.00	50.00	0.00	0.00	0.00	0.00
CALIFORNIA	10.94	10.94	75.00	3.13	0.00	0.00	0.00	0.00
COLORADO	35.14	8.11	35.14	18.92	2.70	0.00	0.00	0.00
CONNECTICUT	28.00	12.00	40.00	4.00	16.00	0.00	0.00	0.00
DELAWARE	0.00	11.76	47.06	23.53	0.00	0.00	11.76	5.88
DISTRICT OF COLUMBIA	20.00	.	.	.	.	40.00	.	40.00
FLORIDA	11.76	5.88	64.71	0.00	0.00	17.65	0.00	0.00
GEORGIA	36.36	9.09	36.36	18.18	0.00	0.00	0.00	0.00
HAWAII	2.78	5.56	61.11	30.56	0.00	0.00	0.00	0.00
IDAHO	42.86	14.29	28.57	.	0.00	14.29	0.00	0.00
ILLINOIS	0.00	4.17	75.00	8.33	0.00	12.50	0.00	0.00
INDIANA	8.33	0.00	58.33	0.00	0.00	33.33	0.00	0.00
IOWA	25.00	15.00	55.00	5.00	.	0.00	0.00	0.00
KANSAS	70.00	30.00	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	25.00	12.50	62.50	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	71.43	0.00	0.00	14.29	0.00	14.29
MAINE	.	.	.	.	.	.	.	.
MARYLAND	16.67	0.00	33.33	16.67	0.00	0.00	16.67	16.67
MASSACHUSETTS	7.14	0.00	42.86	7.14	28.57	0.00	14.29	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	63.64	18.18	13.64	0.00	0.00	4.55	0.00	0.00
MISSISSIPPI	0.00	28.57	42.86	0.00	14.29	14.29	0.00	0.00
MISSOURI	0.00	10.00	60.00	20.00	0.00	10.00	0.00	0.00
MONTANA	37.50	25.00	37.50	0.00	0.00	0.00	0.00	0.00
NEBRASKA	16.67	16.67	50.00	0.00	0.00	0.00	0.00	16.67
NEVADA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NEW JERSEY	14.29	0.00	42.86	28.57	0.00	14.29	0.00	0.00
NEW MEXICO	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NEW YORK	0.00	14.29	42.86	14.29	0.00	14.29	14.29	0.00
NORTH CAROLINA	11.11	0.00	22.22	33.33	0.00	33.33	0.00	0.00
NORTH DAKOTA	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
OHIO	66.67	16.67	0.00	0.00	0.00	0.00	0.00	16.67
OKLAHOMA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
OREGON	53.85	7.69	0.00	7.69	7.69	15.38	7.69	0.00
PENNSYLVANIA	42.86	0.00	28.57	28.57	0.00	0.00	0.00	0.00
PUERTO RICO	9.09	0.00	9.09	72.73	0.00	0.00	0.00	9.09
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	60.00	30.00	0.00	10.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
TEXAS	11.11	22.22	55.56	0.00	0.00	7.41	0.00	3.70
UTAH	5.26	5.26	31.58	55.26	0.00	0.00	0.00	2.63
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
WASHINGTON	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	11.11	0.00	0.00	22.22	0.00	66.67	0.00	0.00
WISCONSIN	0.00	0.00	80.00	20.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	17.97	9.82	46.09	13.81	2.16	6.82	1.33	2.00
50 STATES, D.C. & P.R.	18.15	9.92	45.55	13.95	2.18	6.89	1.34	2.02

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	26	21	17	3	0	1	0	0
ALASKA	9	15	3	0	0	0	0	0
ARIZONA	12	11	4	0	0	0	0	1
ARKANSAS	16	18	23	0	2	0	3	2
CALIFORNIA	117	88	186	8	12	0	1	6
COLORADO	44	16	17	0	0	0	0	1
CONNECTICUT	13	7	5	0	1	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	.	.	.	9	.	0
FLORIDA	73	32	53	0	0	0	0	0
GEORGIA	0	0	56	0	0	0	0	1
HAWAII	6	10	3	0	0	0	0	0
IDAHO	39	14	12	1	0	0	0	1
ILLINOIS	62	57	119	7	6	0	1	0
INDIANA	56	26	76	5	0	3	1	2
IOWA	21	16	13	0	.	0	0	0
KANSAS	22	26	10	2	0	0	0	0
KENTUCKY	26	25	15	0	0	0	0	3
LOUISIANA	24	31	56	1	1	0	0	2
MAINE	11	9	12	0	0	0	0	0
MARYLAND	35	34	46	13	7	0	0	3
MASSACHUSETTS	29	11	40	5	14	0	3	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	60	32	11	1	0	1	0	0
MISSISSIPPI	6	9	23	4	0	0	0	3
MISSOURI	38	41	32	3	0	0	0	2
MONTANA	6	6	6	0	0	0	0	0
NEBRASKA	26	17	14	1	0	0	0	1
NEVADA	26	19	11	4	0	0	0	0
NEW HAMPSHIRE	16	3	0	0	0	0	0	0
NEW JERSEY	5	7	10	0	1	0	0	0
NEW MEXICO	14	20	42	0	0	0	0	2
NEW YORK	179	84	195	21	9	0	2	5
NORTH CAROLINA	91	21	56	3	1	0	0	1
NORTH DAKOTA	5	1	0	0	0	0	0	0
OHIO	92	38	8	3	0	0	0	2
OKLAHOMA	37	30	17	0	0	0	0	7
OREGON	68	21	20	2	2	1	1	0
PENNSYLVANIA	81	132	251	6	137	1	6	1
PUERTO RICO	6	1	7	1	0	0	0	4
RHODE ISLAND	9	2	8	0	3	0	0	0
SOUTH CAROLINA	2	10	15	0	0	0	0	1
SOUTH DAKOTA	3	3	0	0	0	0	0	1
TENNESSEE	24	27	43	1	0	0	0	7
TEXAS	49	176	88	2	0	0	0	5
UTAH	34	28	34	1	0	0	0	0
VERMONT	16	1	1	0	0	0	1	0
VIRGINIA	24	31	35	0	0	0	0	2
WASHINGTON	57	39	19	0	0	0	0	1
WEST VIRGINIA	14	5	7	0	0	0	0	1
WISCONSIN	34	39	35	1	0	0	0	2
WYOMING	13	8	5	1	1	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	4	9	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,677	1,327	1,769	100	197	16	20	73
50 STATES, D.C. & P.R.	1,676	1,321	1,759	100	197	16	20	73

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.24	30.88	25.00	4.41	0.00	1.47	0.00	0.00
ALASKA	33.33	55.56	11.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	42.86	39.29	14.29	0.00	0.00	0.00	0.00	3.57
ARKANSAS	25.00	28.13	35.94	0.00	3.13	0.00	4.69	3.13
CALIFORNIA	27.99	21.05	44.50	1.91	2.87	0.00	0.24	1.44
COLORADO	56.41	20.51	21.79	0.00	0.00	0.00	0.00	1.28
CONNECTICUT	48.15	25.93	18.52	0.00	3.70	0.00	3.70	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	25.00	.	.	.	75.00	.	0.00
FLORIDA	46.20	20.25	33.54	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	98.25	0.00	0.00	0.00	0.00	1.75
HAWAII	31.58	52.63	15.79	0.00	0.00	0.00	0.00	0.00
IDAHO	58.21	20.90	17.91	1.49	0.00	0.00	0.00	1.49
ILLINOIS	24.60	22.62	47.22	2.78	2.38	0.00	0.40	0.00
INDIANA	33.14	15.38	44.97	2.96	0.00	1.78	0.59	1.18
IOWA	42.00	32.00	26.00	0.00	.	0.00	0.00	0.00
KANSAS	36.67	43.33	16.67	3.33	0.00	0.00	0.00	0.00
KENTUCKY	37.68	36.23	21.74	0.00	0.00	0.00	0.00	4.35
LOUISIANA	20.87	26.96	48.70	0.87	0.87	0.00	0.00	1.74
MAINE	34.38	28.13	37.50	0.00	0.00	0.00	0.00	0.00
MARYLAND	25.36	24.64	33.33	9.42	5.07	0.00	0.00	2.17
MASSACHUSETTS	27.62	10.48	38.10	4.76	13.33	0.00	2.86	2.86
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	57.14	30.48	10.48	0.95	0.00	0.95	0.00	0.00
MISSISSIPPI	13.33	20.00	51.11	8.89	0.00	0.00	0.00	6.67
MISSOURI	32.76	35.34	27.59	2.59	0.00	0.00	0.00	1.72
MONTANA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	44.07	28.81	23.73	1.69	0.00	0.00	0.00	1.69
NEVADA	43.33	31.67	18.33	6.67	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	84.21	15.79	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	21.74	30.43	43.48	0.00	4.35	0.00	0.00	0.00
NEW MEXICO	17.95	25.64	53.85	0.00	0.00	0.00	0.00	2.56
NEW YORK	36.16	16.97	39.39	4.24	1.82	0.00	0.40	1.01
NORTH CAROLINA	52.60	12.14	32.37	1.73	0.58	0.00	0.00	0.58
NORTH DAKOTA	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	64.34	26.57	5.59	2.10	0.00	0.00	0.00	1.40
OKLAHOMA	40.66	32.97	18.68	0.00	0.00	0.00	0.00	7.69
OREGON	59.13	18.26	17.39	1.74	1.74	0.87	0.87	0.00
PENNSYLVANIA	13.17	21.46	40.81	0.98	22.28	0.16	0.98	0.16
PUERTO RICO	31.58	5.26	36.84	5.26	0.00	0.00	0.00	21.05
RHODE ISLAND	40.91	9.09	36.36	0.00	13.64	0.00	0.00	0.00
SOUTH CAROLINA	7.14	35.71	53.57	0.00	0.00	0.00	0.00	3.57
SOUTH DAKOTA	42.86	42.86	0.00	0.00	0.00	0.00	0.00	14.29
TENNESSEE	23.53	26.47	42.16	0.98	0.00	0.00	0.00	6.86
TEXAS	15.31	55.00	27.50	0.63	0.00	0.00	0.00	1.56
UTAH	35.05	28.87	35.05	1.03	0.00	0.00	0.00	0.00
VERMONT	84.21	5.26	5.26	0.00	0.00	0.00	5.26	0.00
VIRGINIA	26.09	33.70	38.04	0.00	0.00	0.00	0.00	2.17
WASHINGTON	49.14	33.62	16.38	0.00	0.00	0.00	0.00	0.86
WEST VIRGINIA	51.85	18.52	25.93	0.00	0.00	0.00	0.00	3.70
WISCONSIN	30.63	35.14	31.53	0.90	0.00	0.00	0.00	1.80
WYOMING	46.43	28.57	17.86	3.57	3.57	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7.14	28.57	64.29	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	32.38	25.62	34.16	1.93	3.80	0.31	0.39	1.41
50 STATES, D.C. & P.R.	32.47	25.59	34.08	1.94	3.82	0.31	0.39	1.41

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	332	151	71	11	0	0	0	1
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	.	.	.	.	0	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1	3	.	.	.	1	3	.
FLORIDA	0	.	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	766	238	74	21	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	.	.	0	0	0	0
IOWA	.	.	.	.	.	.	.	.
KANSAS	163	69	3	0	0	0	0	0
KENTUCKY	1,636	809	133	2	2	0	1	4
LOUISIANA	564	502	342	2	0	1	0	2
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	0	.	.
MICHIGAN	38	16	42	8	.	1	.	3
MINNESOTA	654	219	88	23	4	0	0	1
MISSISSIPPI	708	462	488	35	6	4	2	9
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	14	5	1	.	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	28	5	0	0	1	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	90	18	71	0	0	0	0	1
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	355	37	140	13	2	0	0	4
NORTH DAKOTA	14	1	4	0	0	0	0	0
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	3	0	0	0
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	666	770	612	3	3	1	0	3
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	0	0	0	0	0	0
VERMONT	484	20	12	1	6	0	0	5
VIRGINIA	1,614	2,308	2,481	32	9	0	1	19
WASHINGTON	541	223	198	2	4	0	0	7
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	21	10	25	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	12	8	2	0	0	0	0	0
NORTHERN MARIANAS	22	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	7	13	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	127	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	8,854	5,889	4,800	153	40	8	7	60
50 STATES, D.C. & P.R.	8,689	5,866	4,785	153	40	8	7	60

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	58.66	26.68	12.54	1.94	0.00	0.00	0.00	0.18
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	12.50	37.50	.	.	.	12.50	37.50	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	69.64	21.64	6.73	1.91	0.00	0.00	0.00	0.09
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	69.36	29.36	1.28	0.00	0.00	0.00	0.00	0.00
KENTUCKY	63.24	31.27	5.14	0.08	0.08	0.00	0.04	0.15
LOUISIANA	39.92	35.53	24.20	0.14	0.00	0.07	0.00	0.14
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	35.19	14.81	38.89	7.41	.	0.93	.	2.78
MINNESOTA	66.13	22.14	8.90	2.33	0.40	0.00	0.00	0.10
MISSISSIPPI	41.31	26.95	28.47	2.04	0.35	0.23	0.12	0.53
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	70.00	25.00	5.00	.	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	82.35	14.71	0.00	0.00	2.94	0.00	0.00	0.00
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	50.00	10.00	39.44	0.00	0.00	0.00	0.00	0.56
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	64.43	6.72	25.41	2.36	0.36	0.00	0.00	0.73
NORTH DAKOTA	73.68	5.26	21.05	0.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	32.36	37.41	29.74	0.15	0.15	0.05	0.00	0.15
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	91.67	3.79	2.27	0.19	1.14	0.00	0.00	0.95
VIRGINIA	24.97	35.71	38.38	0.50	0.14	0.00	0.02	0.29
WASHINGTON	55.49	22.87	20.31	0.21	0.41	0.00	0.00	0.72
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	37.50	17.86	44.64	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	54.55	36.36	9.09	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.67	29.17	54.17	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	94.07	5.93	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	44.69	29.73	24.23	0.77	0.20	0.04	0.04	0.30
50 STATES, D.C. & P.R.	44.31	29.92	24.40	0.78	0.20	0.04	0.04	0.31

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Developmental delay is applicable only to children 3 through 9.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	19,308	18,060	4,120	504	110	422	246	155
ALASKA	3,512	2,323	921	167	8	2	16	13
ARIZONA	13,838	14,236	7,896	461	521	272	93	114
ARKANSAS	6,904	13,401	4,114	49	239	125	223	127
CALIFORNIA	102,474	75,641	73,919	1,883	6,862	555	1,412	1,643
COLORADO	20,319	6,568	3,136	451	206	234	705	286
CONNECTICUT	17,078	7,634	5,554	564	1,104	59	620	85
DELAWARE	1,287	3,951	786	306	8	22	67	40
DISTRICT OF COLUMBIA	778	1,527	.	.	13	306	707	13
FLORIDA	55,416	47,540	36,817	1,788	634	888	114	652
GEORGIA	15,839	23,711	20,712	738	5	1,015	32	103
HAWAII	2,200	4,915	2,657	100	25	0	82	142
IDAHO	6,425	3,316	960	84	39	50	21	48
ILLINOIS	28,912	39,421	38,762	5,802	3,135	412	478	218
INDIANA	25,657	11,723	18,809	356	13	749	293	409
IOWA	13,092	12,054	5,891	1,013	.	320	225	61
KANSAS	12,049	7,494	3,587	625	119	99	110	69
KENTUCKY	10,894	12,556	6,927	316	20	432	174	282
LOUISIANA	10,672	12,724	15,553	270	75	893	0	406
MAINE	6,533	5,299	2,090	109	224	19	218	86
MARYLAND	19,608	11,287	12,395	1,467	1,982	334	306	194
MASSACHUSETTS	43,192	12,308	10,559	1,884	3,049	174	737	425
MICHIGAN	30,118	29,604	21,810	5,788	.	282	232	108
MINNESOTA	26,605	12,218	4,289	2,113	158	525	362	109
MISSISSIPPI	7,709	9,341	6,714	92	85	199	147	240
MISSOURI	26,630	20,236	8,626	1,458	325	56	36	333
MONTANA	3,626	3,049	1,173	58	123	37	35	18
NEBRASKA	8,426	5,263	3,298	128	46	62	69	61
NEVADA	6,109	5,076	2,800	347	0	0	2	63
NEW HAMPSHIRE	9,480	2,242	711	22	408	55	321	21
NEW JERSEY	31,337	28,546	16,672	3,420	6,201	134	57	860
NEW MEXICO	5,234	7,782	9,575	113	0	277	17	225
NEW YORK	85,175	26,062	55,273	8,812	3,716	1,292	2,223	1,513
NORTH CAROLINA	30,522	19,759	13,583	1,014	125	445	32	429
NORTH DAKOTA	4,308	1,032	210	21	17	40	61	10
OHIO	59,140	29,759	5,424	4,006	0	377	0	1,419
OKLAHOMA	14,366	15,487	4,795	228	11	246	53	207
OREGON	19,505	5,704	2,408	488	468	226	115	137
PENNSYLVANIA	29,632	36,017	28,639	2,055	1,327	501	299	183
PUERTO RICO	12,132	3,616	5,678	988	287	25	9	339
RHODE ISLAND	5,010	2,691	3,477	115	359	2	317	169
SOUTH CAROLINA	5,526	18,400	12,047	414	41	201	28	330
SOUTH DAKOTA	3,154	1,614	486	72	28	50	58	14
TENNESSEE	16,974	22,475	11,667	398	360	113	29	872
TEXAS	45,698	124,999	44,136	1,782	58	160	16	3,156
UTAH	7,592	7,510	5,651	479	2	5	0	130
VERMONT	4,489	778	468	126	190	7	129	45
VIRGINIA	19,170	26,737	18,429	994	609	522	281	381
WASHINGTON	18,116	19,081	7,510	328	137	196	16	116
WEST VIRGINIA	7,065	9,329	3,042	52	2	83	7	143
WISCONSIN	17,729	24,002	8,205	719	58	203	40	158
WYOMING	2,264	2,015	776	173	11	52	69	22
AMERICAN SAMOA	68	224	27	1	0	0	0	1
GUAM	253	267	491	0	0	0	2	0
NORTHERN MARIANAS	167	59	9	8	0	2	0	1
PALAU	33	31	16	1	1	0	0	1
VIRGIN ISLANDS	168	483	188	0	0	0	16	7
BUR. OF INDIAN AFFAIRS	1,984	1,191	275	8	2	2	156	6
U.S. AND OUTLYING AREAS	1,001,501	870,368	584,743	55,758	33,546	13,759	12,113	17,398
50 STATES, D.C. & P.R.	998,828	868,113	583,737	55,740	33,543	13,755	11,939	17,382

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.98	42.07	9.60	1.17	0.26	0.98	0.57	0.36
ALASKA	50.45	33.37	13.23	2.40	0.11	0.03	0.23	0.19
ARIZONA	36.97	38.03	21.09	1.23	1.39	0.73	0.25	0.30
ARKANSAS	27.42	53.22	16.34	0.19	0.95	0.50	0.89	0.50
CALIFORNIA	38.76	28.61	27.96	0.71	2.60	0.21	0.53	0.62
COLORADO	63.69	20.59	9.83	1.41	0.65	0.73	2.21	0.90
CONNECTICUT	52.23	23.35	16.99	1.72	3.38	0.18	1.90	0.26
DELAWARE	19.90	61.09	12.15	4.73	0.12	0.34	1.04	0.62
DISTRICT OF COLUMBIA	23.27	45.66	.	.	0.39	9.15	21.14	0.39
FLORIDA	38.52	33.05	25.59	1.24	0.44	0.62	0.08	0.45
GEORGIA	25.48	38.15	33.32	1.19	0.01	1.63	0.05	0.17
HAWAII	21.74	48.56	26.25	0.99	0.25	0.00	0.81	1.40
IDAHO	58.71	30.30	8.77	0.77	0.36	0.46	0.19	0.44
ILLINOIS	24.68	33.65	33.09	4.95	2.68	0.35	0.41	0.19
INDIANA	44.23	20.21	32.42	0.61	0.02	1.29	0.51	0.71
IOWA	40.09	36.91	18.04	3.10	.	0.98	0.69	0.19
KANSAS	49.89	31.03	14.85	2.59	0.49	0.41	0.46	0.29
KENTUCKY	34.47	39.73	21.92	1.00	0.06	1.37	0.55	0.89
LOUISIANA	26.29	31.35	38.31	0.67	0.18	2.20	0.00	1.00
MAINE	44.81	36.35	14.34	0.75	1.54	0.13	1.50	0.59
MARYLAND	41.22	23.73	26.05	3.08	4.17	0.70	0.64	0.41
MASSACHUSETTS	59.72	17.02	14.60	2.60	4.22	0.24	1.02	0.59
MICHIGAN	34.25	33.66	24.80	6.58	.	0.32	0.26	0.12
MINNESOTA	57.36	26.34	9.25	4.56	0.34	1.13	0.78	0.24
MISSISSIPPI	31.43	38.08	27.37	0.38	0.35	0.81	0.60	0.98
MISSOURI	46.15	35.07	14.95	2.53	0.56	0.10	0.06	0.58
MONTANA	44.66	37.55	14.45	0.71	1.51	0.46	0.43	0.22
NEBRASKA	48.56	30.33	19.01	0.74	0.27	0.36	0.40	0.35
NEVADA	42.43	35.26	19.45	2.41	0.00	0.00	0.01	0.44
NEW HAMPSHIRE	71.49	16.91	5.36	0.17	3.08	0.41	2.42	0.16
NEW JERSEY	35.93	32.73	19.11	3.92	7.11	0.15	0.07	0.99
NEW MEXICO	22.54	33.51	41.23	0.49	0.00	1.19	0.07	0.97
NEW YORK	46.27	14.16	30.03	4.79	2.02	0.70	1.21	0.82
NORTH CAROLINA	46.31	29.98	20.61	1.54	0.19	0.68	0.05	0.65
NORTH DAKOTA	75.59	18.11	3.68	0.37	0.30	0.70	1.07	0.18
OHIO	59.07	29.72	5.42	4.00	0.00	0.38	0.00	1.42
OKLAHOMA	40.59	43.76	13.55	0.64	0.03	0.70	0.15	0.58
OREGON	67.14	19.63	8.29	1.68	1.61	0.78	0.40	0.47
PENNSYLVANIA	30.04	36.51	29.03	2.08	1.35	0.51	0.30	0.19
PUERTO RICO	52.58	15.67	24.61	4.28	1.24	0.11	0.04	1.47
RHODE ISLAND	41.27	22.17	28.64	0.95	2.96	0.02	2.61	1.39
SOUTH CAROLINA	14.94	49.75	32.57	1.12	0.11	0.54	0.08	0.89
SOUTH DAKOTA	57.60	29.47	8.88	1.31	0.51	0.91	1.06	0.26
TENNESSEE	32.09	42.50	22.06	0.75	0.68	0.21	0.05	1.65
TEXAS	20.77	56.82	20.06	0.81	0.03	0.07	0.01	1.43
UTAH	35.53	35.14	26.44	2.24	0.01	0.02	0.00	0.61
VERMONT	72.03	12.48	7.51	2.02	3.05	0.11	2.07	0.72
VIRGINIA	28.56	39.83	27.46	1.48	0.91	0.78	0.42	0.57
WASHINGTON	39.82	41.94	16.51	0.72	0.30	0.43	0.04	0.25
WEST VIRGINIA	35.82	47.30	15.42	0.26	0.01	0.42	0.04	0.73
WISCONSIN	34.69	46.96	16.05	1.41	0.11	0.40	0.08	0.31
WYOMING	42.07	37.44	14.42	3.21	0.20	0.97	1.28	0.41
AMERICAN SAMOA	21.18	69.78	8.41	0.31	0.00	0.00	0.00	0.31
GUAM	24.98	26.36	48.47	0.00	0.00	0.00	0.20	0.00
NORTHERN MARIANAS	67.89	23.98	3.66	3.25	0.00	0.81	0.00	0.41
PALAU	39.76	37.35	19.28	1.20	1.20	0.00	0.00	1.20
VIRGIN ISLANDS	19.49	56.03	21.81	0.00	0.00	0.00	1.86	0.81
BUR. OF INDIAN AFFAIRS	54.75	32.86	7.59	0.22	0.06	0.06	4.30	0.17
U.S. AND OUTLYING AREAS	38.68	33.62	22.58	2.15	1.30	0.53	0.47	0.67
50 STATES, D.C. & P.R.	38.67	33.61	22.60	2.16	1.30	0.53	0.46	0.67

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13,024	9,282	928	69	0	79	30	46
ALASKA	2,661	1,824	338	39	0	1	9	3
ARIZONA	10,932	12,033	3,555	71	58	35	23	36
ARKANSAS	4,799	7,884	1,039	0	43	0	49	37
CALIFORNIA	81,734	64,288	47,839	160	1,727	0	203	778
COLORADO	12,932	4,097	756	66	34	50	110	66
CONNECTICUT	10,962	4,424	1,985	66	239	6	83	11
DELAWARE	1,013	2,991	299	114	4	8	20	5
DISTRICT OF COLUMBIA	646	1,070	.	.	3	73	219	.
FLORIDA	33,271	35,759	16,921	273	203	138	41	30
GEORGIA	9,223	12,305	4,090	14	1	159	0	10
HAWAII	1,323	3,091	1,143	11	4	0	21	32
IDAHO	5,027	2,313	170	29	7	4	17	7
ILLINOIS	19,171	32,880	19,710	395	187	72	11	29
INDIANA	18,117	8,738	6,337	29	1	145	13	145
IOWA	8,381	7,190	1,803	179	.	70	69	20
KANSAS	7,862	4,470	1,128	82	21	18	17	22
KENTUCKY	5,519	5,596	1,253	43	3	47	21	41
LOUISIANA	6,393	9,088	6,908	6	15	242	0	108
MAINE	3,973	3,009	362	8	29	0	5	13
MARYLAND	12,983	7,632	5,636	48	222	10	6	72
MASSACHUSETTS	29,784	8,807	3,966	315	412	37	76	23
MICHIGAN	19,604	21,365	10,517	1,123	.	40	54	30
MINNESOTA	15,098	6,083	620	140	18	41	40	17
MISSISSIPPI	5,959	7,660	3,679	17	61	1	28	96
MISSOURI	19,292	14,913	2,996	134	36	0	14	118
MONTANA	2,683	2,285	401	7	62	2	9	5
NEBRASKA	5,100	3,025	908	16	6	34	14	13
NEVADA	4,980	4,385	1,673	36	0	0	1	33
NEW HAMPSHIRE	5,729	1,166	222	3	86	8	62	7
NEW JERSEY	24,362	23,500	10,214	766	1,184	1	5	289
NEW MEXICO	3,900	6,441	6,238	36	0	40	0	73
NEW YORK	65,298	18,111	31,491	910	697	74	180	204
NORTH CAROLINA	21,710	11,044	2,197	64	6	45	1	85
NORTH DAKOTA	2,862	416	11	3	5	4	7	2
OHIO	41,246	6,331	824	83	0	62	0	125
OKLAHOMA	11,337	11,619	1,345	84	7	47	25	65
OREGON	13,755	3,751	420	108	148	43	17	36
PENNSYLVANIA	22,209	27,582	15,224	257	90	108	12	52
PUERTO RICO	8,529	2,531	1,663	330	102	6	2	9
RHODE ISLAND	3,630	1,950	2,098	46	57	0	41	33
SOUTH CAROLINA	3,741	13,062	4,128	18	6	5	2	111
SOUTH DAKOTA	2,582	1,000	75	15	0	1	5	4
TENNESSEE	11,784	15,291	4,042	34	76	0	4	234
TEXAS	32,464	99,183	20,699	236	7	0	0	417
UTAH	5,922	6,224	2,677	51	0	0	0	39
VERMONT	2,194	344	69	22	31	0	19	3
VIRGINIA	13,041	19,235	7,938	48	92	101	21	113
WASHINGTON	11,552	12,180	2,470	62	23	33	2	28
WEST VIRGINIA	5,084	5,786	672	2	1	8	0	39
WISCONSIN	10,946	16,027	1,740	84	7	10	7	32
WYOMING	1,652	1,430	209	104	5	3	21	4
AMERICAN SAMOA	64	204	0	0	0	0	0	0
GUAM	214	242	410	0	0	0	1	0
NORTHERN MARIANAS	143	40	3	2	0	0	0	0
PALAU	31	28	6	0	1	0	0	0
VIRGIN ISLANDS	118	177	51	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	1,349	881	113	2	0	0	44	2
U.S. AND OUTLYING AREAS	699,894	614,263	264,209	6,860	6,027	1,911	1,682	3,854
50 STATES, D.C. & P.R.	697,975	612,691	263,626	6,856	6,026	1,911	1,636	3,850

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.52	39.57	3.96	0.29	0.00	0.34	0.13	0.20
ALASKA	54.58	37.42	6.93	0.80	0.00	0.02	0.18	0.06
ARIZONA	40.88	44.99	13.29	0.27	0.22	0.13	0.09	0.13
ARKANSAS	34.65	56.92	7.50	0.00	0.31	0.00	0.35	0.27
CALIFORNIA	41.55	32.68	24.32	0.08	0.88	0.00	0.10	0.40
COLORADO	71.40	22.62	4.17	0.36	0.19	0.28	0.61	0.36
CONNECTICUT	61.67	24.89	11.17	0.37	1.34	0.03	0.47	0.06
DELAWARE	22.74	67.15	6.71	2.56	0.09	0.18	0.45	0.11
DISTRICT OF COLUMBIA	32.12	53.21	.	.	0.15	3.63	10.89	.
FLORIDA	38.40	41.27	19.53	0.32	0.23	0.16	0.05	0.03
GEORGIA	35.75	47.69	15.85	0.05	0.00	0.62	0.00	0.04
HAWAII	23.52	54.95	20.32	0.20	0.07	0.00	0.37	0.57
IDAHO	66.37	30.54	2.24	0.38	0.09	0.05	0.22	0.09
ILLINOIS	26.46	45.38	27.20	0.55	0.26	0.10	0.02	0.04
INDIANA	54.04	26.06	18.90	0.09	0.00	0.43	0.04	0.43
IOWA	47.32	40.59	10.18	1.01	.	0.40	0.39	0.11
KANSAS	57.72	32.82	8.28	0.60	0.15	0.13	0.12	0.16
KENTUCKY	44.07	44.69	10.01	0.34	0.02	0.38	0.17	0.33
LOUISIANA	28.09	39.93	30.35	0.03	0.07	1.06	0.00	0.47
MAINE	53.70	40.67	4.89	0.11	0.39	0.00	0.07	0.18
MARYLAND	48.79	28.68	21.18	0.18	0.83	0.04	0.02	0.27
MASSACHUSETTS	68.60	20.28	9.13	0.73	0.95	0.09	0.18	0.05
MICHIGAN	37.18	40.52	19.94	2.13	.	0.08	0.10	0.06
MINNESOTA	68.45	27.58	2.81	0.63	0.08	0.19	0.18	0.08
MISSISSIPPI	34.05	43.77	21.02	0.10	0.35	0.01	0.16	0.55
MISSOURI	51.44	39.76	7.99	0.36	0.10	0.00	0.04	0.31
MONTANA	49.19	41.90	7.35	0.13	1.14	0.04	0.17	0.09
NEBRASKA	55.95	33.18	9.96	0.18	0.07	0.37	0.15	0.14
NEVADA	44.83	39.48	15.06	0.32	0.00	0.00	0.01	0.30
NEW HAMPSHIRE	78.66	16.01	3.05	0.04	1.18	0.11	0.85	0.10
NEW JERSEY	40.39	38.96	16.93	1.27	1.96	0.00	0.01	0.48
NEW MEXICO	23.31	38.50	37.29	0.22	0.00	0.24	0.00	0.44
NEW YORK	55.83	15.48	26.92	0.78	0.60	0.06	0.15	0.17
NORTH CAROLINA	61.76	31.42	6.25	0.18	0.02	0.13	0.00	0.24
NORTH DAKOTA	86.47	12.57	0.33	0.09	0.15	0.12	0.21	0.06
OHIO	84.74	13.01	1.69	0.17	0.00	0.13	0.00	0.26
OKLAHOMA	46.22	47.37	5.48	0.34	0.03	0.19	0.10	0.26
OREGON	75.25	20.52	2.30	0.59	0.81	0.24	0.09	0.20
PENNSYLVANIA	33.89	42.09	23.23	0.39	0.14	0.16	0.02	0.08
PUERTO RICO	64.75	19.22	12.63	2.51	0.77	0.05	0.02	0.07
RHODE ISLAND	46.21	24.82	26.71	0.59	0.73	0.00	0.52	0.42
SOUTH CAROLINA	17.75	61.98	19.59	0.09	0.03	0.02	0.01	0.53
SOUTH DAKOTA	70.12	27.16	2.04	0.41	0.00	0.03	0.14	0.11
TENNESSEE	37.45	48.60	12.85	0.11	0.24	0.00	0.01	0.74
TEXAS	21.22	64.82	13.53	0.15	0.00	0.00	0.00	0.27
UTAH	39.71	41.74	17.95	0.34	0.00	0.00	0.00	0.26
VERMONT	81.80	12.83	2.57	0.82	1.16	0.00	0.71	0.11
VIRGINIA	32.13	47.39	19.56	0.12	0.23	0.25	0.05	0.28
WASHINGTON	43.84	46.22	9.37	0.24	0.09	0.13	0.01	0.11
WEST VIRGINIA	43.86	49.91	5.80	0.02	0.01	0.07	0.00	0.34
WISCONSIN	37.94	55.55	6.03	0.29	0.02	0.03	0.02	0.11
WYOMING	48.19	41.72	6.10	3.03	0.15	0.09	0.61	0.12
AMERICAN SAMOA	23.88	76.12	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	24.68	27.91	47.29	0.00	0.00	0.00	0.12	0.00
NORTHERN MARIANAS	76.06	21.28	1.60	1.06	0.00	0.00	0.00	0.00
PALAU	46.97	42.42	9.09	0.00	1.52	0.00	0.00	0.00
VIRGIN ISLANDS	33.81	50.72	14.61	0.00	0.00	0.00	0.29	0.57
BUR. OF INDIAN AFFAIRS	56.42	36.85	4.73	0.08	0.00	0.00	1.84	0.08
U.S. AND OUTLYING AREAS	43.78	38.42	16.53	0.43	0.38	0.12	0.11	0.24
50 STATES, D.C. & P.R.	43.77	38.42	16.53	0.43	0.38	0.12	0.10	0.24

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,049	117	20	1	0	2	0	1
ALASKA	352	46	7	0	0	0	0	0
ARIZONA	1,017	90	28	1	0	0	0	1
ARKANSAS	550	265	42	0	1	0	0	2
CALIFORNIA	10,547	2,948	2,688	20	45	0	5	19
COLORADO	2,121	371	62	2	2	0	8	3
CONNECTICUT	1,661	716	220	8	27	0	7	1
DELAWARE	64	14	0	0	0	0	0	0
DISTRICT OF COLUMBIA	32	60	.	.	.	3	.	8
FLORIDA	8,017	1,082	601	16	11	7	3	1
GEORGIA	1,826	374	59	0	0	4	0	0
HAWAII	65	135	37	0	0	0	1	0
IDAHO	375	139	10	1	0	0	0	2
ILLINOIS	4,764	298	417	20	1	3	0	0
INDIANA	2,400	18	0	0	0	16	0	2
IOWA	407	119	12	6	.	2	2	0
KANSAS	719	94	10	1	0	1	0	0
KENTUCKY	1,283	21	7	3	2	1	2	0
LOUISIANA	1,554	161	180	0	0	5	0	1
MAINE	998	524	107	1	8	0	3	1
MARYLAND	2,755	1,115	1,012	5	26	0	1	12
MASSACHUSETTS	9,832	820	823	32	80	0	30	19
MICHIGAN	3,143	549	174	125	.	0	0	0
MINNESOTA	2,071	294	17	5	2	0	15	2
MISSISSIPPI	1,137	84	31	0	5	0	0	2
MISSOURI	2,716	660	148	18	1	0	1	0
MONTANA	245	33	25	1	3	0	0	0
NEBRASKA	1,366	212	120	14	3	9	0	1
NEVADA	333	19	33	0	0	0	0	0
NEW HAMPSHIRE	1,240	326	90	0	20	4	15	2
NEW JERSEY	2,884	824	532	34	94	0	1	6
NEW MEXICO	501	504	495	5	0	0	0	4
NEW YORK	4,643	1,242	3,364	93	82	4	7	14
NORTH CAROLINA	1,320	42	60	0	1	1	0	3
NORTH DAKOTA	640	36	6	0	0	1	1	0
OHIO	4,041	0	0	0	0	1	0	0
OKLAHOMA	918	173	2	0	0	1	0	0
OREGON	2,002	336	112	22	15	2	4	2
PENNSYLVANIA	2,707	176	174	7	1	5	0	2
PUERTO RICO	520	94	35	0	6	0	0	3
RHODE ISLAND	451	216	136	6	5	0	1	0
SOUTH CAROLINA	694	177	3	4	0	10	0	0
SOUTH DAKOTA	128	4	1	0	0	0	1	0
TENNESSEE	1,571	1,304	419	2	1	0	0	12
TEXAS	4,300	969	164	2	0	0	0	3
UTAH	551	270	219	0	0	0	0	0
VERMONT	548	102	57	3	5	0	6	3
VIRGINIA	2,120	93	77	2	2	2	0	2
WASHINGTON	1,113	96	28	0	1	0	1	6
WEST VIRGINIA	501	43	3	0	0	0	0	1
WISCONSIN	1,826	151	31	2	2	0	0	8
WYOMING	207	137	44	8	1	0	2	0
AMERICAN SAMOA	3	0	0	0	0	0	0	0
GUAM	11	4	4	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	22	9	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	305	8	3	2	0	0	9	0
U.S. AND OUTLYING AREAS	99,166	18,714	12,950	472	453	84	126	149
50 STATES, D.C. & P.R.	98,825	18,693	12,942	470	453	84	117	149

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	88.15	9.83	1.68	0.08	0.00	0.17	0.00	0.08
ALASKA	86.91	11.36	1.73	0.00	0.00	0.00	0.00	0.00
ARIZONA	89.45	7.92	2.46	0.09	0.00	0.00	0.00	0.09
ARKANSAS	63.95	30.81	4.88	0.00	0.12	0.00	0.00	0.23
CALIFORNIA	64.82	18.12	16.52	0.12	0.28	0.00	0.03	0.12
COLORADO	82.56	14.44	2.41	0.08	0.08	0.00	0.31	0.12
CONNECTICUT	62.92	27.12	8.33	0.30	1.02	0.00	0.27	0.04
DELAWARE	82.05	17.95	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	31.07	58.25	.	.	.	2.91	.	7.77
FLORIDA	82.33	11.11	6.17	0.16	0.11	0.07	0.03	0.01
GEORGIA	80.69	16.53	2.61	0.00	0.00	0.18	0.00	0.00
HAWAII	27.31	56.72	15.55	0.00	0.00	0.00	0.42	0.00
IDAHO	71.16	26.38	1.90	0.19	0.00	0.00	0.00	0.38
ILLINOIS	86.57	5.42	7.58	0.36	0.02	0.05	0.00	0.00
INDIANA	98.52	0.74	0.00	0.00	0.00	0.66	0.00	0.08
IOWA	74.27	21.72	2.19	1.09	.	0.36	0.36	0.00
KANSAS	87.15	11.39	1.21	0.12	0.00	0.12	0.00	0.00
KENTUCKY	97.27	1.59	0.53	0.23	0.15	0.08	0.15	0.00
LOUISIANA	81.75	8.47	9.47	0.00	0.00	0.26	0.00	0.05
MAINE	60.78	31.91	6.52	0.06	0.49	0.00	0.18	0.06
MARYLAND	55.93	22.63	20.54	0.10	0.53	0.00	0.02	0.24
MASSACHUSETTS	84.50	7.05	7.07	0.28	0.69	0.00	0.26	0.16
MICHIGAN	78.75	13.76	4.36	3.13	.	0.00	0.00	0.00
MINNESOTA	86.08	12.22	0.71	0.21	0.08	0.00	0.62	0.08
MISSISSIPPI	90.31	6.67	2.46	0.00	0.40	0.00	0.00	0.16
MISSOURI	76.64	18.62	4.18	0.51	0.03	0.00	0.03	0.00
MONTANA	79.80	10.75	8.14	0.33	0.98	0.00	0.00	0.00
NEBRASKA	79.19	12.29	6.96	0.81	0.17	0.52	0.00	0.06
NEVADA	86.49	4.94	8.57	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	73.07	19.21	5.30	0.00	1.18	0.24	0.88	0.12
NEW JERSEY	65.92	18.83	12.16	0.78	2.15	0.00	0.02	0.14
NEW MEXICO	33.20	33.40	32.80	0.33	0.00	0.00	0.00	0.27
NEW YORK	49.14	13.14	35.60	0.98	0.87	0.04	0.07	0.15
NORTH CAROLINA	92.50	2.94	4.20	0.00	0.07	0.07	0.00	0.21
NORTH DAKOTA	93.57	5.26	0.88	0.00	0.00	0.15	0.15	0.00
OHIO	99.98	0.00	0.00	0.00	0.00	0.02	0.00	0.00
OKLAHOMA	83.91	15.81	0.18	0.00	0.00	0.09	0.00	0.00
OREGON	80.24	13.47	4.49	0.88	0.60	0.08	0.16	0.08
PENNSYLVANIA	88.12	5.73	5.66	0.23	0.03	0.16	0.00	0.07
PUERTO RICO	79.03	14.29	5.32	0.00	0.91	0.00	0.00	0.46
RHODE ISLAND	55.34	26.50	16.69	0.74	0.61	0.00	0.12	0.00
SOUTH CAROLINA	78.15	19.93	0.34	0.45	0.00	1.13	0.00	0.00
SOUTH DAKOTA	95.52	2.99	0.75	0.00	0.00	0.00	0.75	0.00
TENNESSEE	47.48	39.41	12.66	0.06	0.03	0.00	0.00	0.36
TEXAS	79.07	17.82	3.02	0.04	0.00	0.00	0.00	0.06
UTAH	52.98	25.96	21.06	0.00	0.00	0.00	0.00	0.00
VERMONT	75.69	14.09	7.87	0.41	0.69	0.00	0.83	0.41
VIRGINIA	92.25	4.05	3.35	0.09	0.09	0.09	0.00	0.09
WASHINGTON	89.40	7.71	2.25	0.00	0.08	0.00	0.08	0.48
WEST VIRGINIA	91.42	7.85	0.55	0.00	0.00	0.00	0.00	0.18
WISCONSIN	90.40	7.48	1.53	0.10	0.10	0.00	0.00	0.40
WYOMING	51.88	34.34	11.03	2.01	0.25	0.00	0.50	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	57.89	21.05	21.05	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	68.75	28.13	3.13	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	93.27	2.45	0.92	0.61	0.00	0.00	2.75	0.00
U.S. AND OUTLYING AREAS	75.06	14.17	9.80	0.36	0.34	0.06	0.10	0.11
50 STATES, D.C. & P.R.	75.02	14.19	9.82	0.36	0.34	0.06	0.09	0.11

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2,456	6,670	2,349	214	30	106	24	25
ALASKA	47	103	199	3	0	0	0	0
ARIZONA	165	619	2,185	77	39	3	7	11
ARKANSAS	554	3,605	2,244	5	100	31	81	29
CALIFORNIA	900	2,216	10,284	623	334	0	36	155
COLORADO	480	472	652	11	5	4	8	11
CONNECTICUT	162	545	1,075	82	57	2	27	2
DELAWARE	62	532	316	41	0	0	20	6
DISTRICT OF COLUMBIA	33	245	.	.	.	91	74	.
FLORIDA	2,882	4,041	11,337	811	49	51	11	9
GEORGIA	524	4,149	10,184	83	0	219	2	25
HAWAII	137	668	643	5	1	50	0	151
IDAHO	268	475	415	5	2	0	0	0
ILLINOIS	838	612	9,668	1,262	526	13	52	14
INDIANA	1,010	1,674	7,665	88	0	70	41	50
IOWA	2,264	2,878	2,319	246	.	31	33	6
KANSAS	473	904	1,231	33	4	9	26	5
KENTUCKY	1,695	4,576	3,345	61	4	31	15	69
LOUISIANA	466	1,032	4,771	129	38	111	0	57
MAINE	33	208	341	4	9	0	3	1
MARYLAND	258	541	1,966	401	69	2	9	8
MASSACHUSETTS	1,383	1,644	2,997	150	291	0	95	17
MICHIGAN	710	2,160	6,258	1,714	.	14	17	10
MINNESOTA	602	2,057	1,888	109	5	9	16	11
MISSISSIPPI	232	1,127	2,273	21	1	37	57	35
MISSOURI	334	1,737	3,314	730	43	0	3	49
MONTANA	81	172	319	0	12	0	1	1
NEBRASKA	592	1,207	1,146	30	6	6	14	8
NEVADA	36	184	460	100	0	0	1	3
NEW HAMPSHIRE	182	166	163	0	21	2	13	0
NEW JERSEY	66	402	1,431	307	307	0	2	16
NEW MEXICO	49	121	797	2	0	2	0	11
NEW YORK	649	868	4,681	1,372	242	3	71	36
NORTH CAROLINA	1,426	5,130	7,106	428	61	14	8	91
NORTH DAKOTA	161	312	120	3	3	5	4	2
OHIO	7,880	17,492	1,877	122	0	70	0	115
OKLAHOMA	429	2,160	1,973	27	0	21	4	18
OREGON	474	618	884	40	15	6	24	9
PENNSYLVANIA	1,245	4,441	7,234	557	57	40	20	24
PUERTO RICO	2,126	812	3,448	548	69	16	5	79
RHODE ISLAND	10	25	428	2	37	0	9	2
SOUTH CAROLINA	330	2,608	5,718	183	5	21	9	83
SOUTH DAKOTA	80	354	210	7	5	6	5	3
TENNESSEE	703	3,012	4,631	54	65	8	9	66
TEXAS	160	2,210	9,083	292	9	19	3	66
UTAH	54	173	1,250	17	0	0	0	2
VERMONT	359	120	139	8	18	1	8	4
VIRGINIA	162	2,144	5,347	92	20	43	23	48
WASHINGTON	330	1,337	1,620	17	3	2	0	5
WEST VIRGINIA	376	2,522	1,806	17	0	2	1	49
WISCONSIN	392	2,237	3,364	179	1	29	4	21
WYOMING	21	84	198	9	1	12	2	3
AMERICAN SAMOA	0	11	19	0	0	0	0	0
GUAM	2	13	34	0	0	0	0	0
NORTHERN MARIANAS	14	10	0	4	0	0	0	0
PALAU	0	1	3	0	0	0	0	1
VIRGIN ISLANDS	12	282	108	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	88	98	64	0	0	0	12	0
U.S. AND OUTLYING AREAS	37,457	96,816	155,580	11,325	2,564	1,212	909	1,523
50 STATES, D.C. & P.R.	37,341	96,401	155,352	11,321	2,564	1,212	897	1,521

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Table AB4

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MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	20.68	56.17	19.78	1.80	0.25	0.89	0.20	0.21
ALASKA	13.35	29.26	56.53	0.85	0.00	0.00	0.00	0.00
ARIZONA	5.31	19.93	70.35	2.48	1.26	0.10	0.23	0.35
ARKANSAS	8.33	54.22	33.75	0.08	1.50	0.47	1.22	0.44
CALIFORNIA	6.19	15.23	70.69	4.28	2.30	0.00	0.25	1.07
COLORADO	29.21	28.73	39.68	0.67	0.30	0.24	0.49	0.67
CONNECTICUT	8.30	27.92	55.07	4.20	2.92	0.10	1.38	0.10
DELAWARE	6.35	54.45	32.34	4.20	0.00	0.00	2.05	0.61
DISTRICT OF COLUMBIA	7.45	55.30	.	.	.	20.54	16.70	.
FLORIDA	15.02	21.06	59.07	4.23	0.26	0.27	0.06	0.05
GEORGIA	3.45	27.32	67.06	0.55	0.00	1.44	0.01	0.16
HAWAII	8.28	40.36	38.85	0.30	0.06	3.02	0.00	9.12
IDAHO	23.00	40.77	35.62	0.43	0.17	0.00	0.00	0.00
ILLINOIS	6.45	4.71	74.46	9.72	4.05	0.10	0.40	0.11
INDIANA	9.53	15.80	72.32	0.83	0.00	0.66	0.39	0.47
IOWA	29.11	37.01	29.82	3.16	.	0.40	0.42	0.08
KANSAS	17.62	33.67	45.85	1.23	0.15	0.34	0.97	0.19
KENTUCKY	17.30	46.71	34.15	0.62	0.04	0.32	0.15	0.70
LOUISIANA	7.06	15.63	72.24	1.95	0.58	1.68	0.00	0.86
MAINE	5.51	34.72	56.93	0.67	1.50	0.00	0.50	0.17
MARYLAND	7.93	16.63	60.42	12.32	2.12	0.06	0.28	0.25
MASSACHUSETTS	21.03	25.00	45.57	2.28	4.42	0.00	1.44	0.26
MICHIGAN	6.52	19.85	57.50	15.75	.	0.13	0.16	0.09
MINNESOTA	12.82	43.79	40.20	2.32	0.11	0.19	0.34	0.23
MISSISSIPPI	6.13	29.79	60.08	0.56	0.03	0.98	1.51	0.93
MISSOURI	5.38	27.97	53.37	11.76	0.69	0.00	0.05	0.79
MONTANA	13.82	29.35	54.44	0.00	2.05	0.00	0.17	0.17
NEBRASKA	19.67	40.11	38.09	1.00	0.20	0.20	0.47	0.27
NEVADA	4.59	23.47	58.67	12.76	0.00	0.00	0.13	0.38
NEW HAMPSHIRE	33.27	30.35	29.80	0.00	3.84	0.37	2.38	0.00
NEW JERSEY	2.61	15.88	56.54	12.13	12.13	0.00	0.08	0.63
NEW MEXICO	4.99	12.32	81.16	0.20	0.00	0.20	0.00	1.12
NEW YORK	8.19	10.96	59.09	17.32	3.05	0.04	0.90	0.45
NORTH CAROLINA	10.00	35.96	49.82	3.00	0.43	0.10	0.06	0.64
NORTH DAKOTA	26.39	51.15	19.67	0.49	0.49	0.82	0.66	0.33
OHIO	28.60	63.48	6.81	0.44	0.00	0.25	0.00	0.42
OKLAHOMA	9.26	46.63	42.59	0.58	0.00	0.45	0.09	0.39
OREGON	22.90	29.86	42.71	1.93	0.72	0.29	1.16	0.43
PENNSYLVANIA	9.14	32.61	53.12	4.09	0.42	0.29	0.15	0.18
PUERTO RICO	29.93	11.43	48.54	7.72	0.97	0.23	0.07	1.11
RHODE ISLAND	1.95	4.87	83.43	0.39	7.21	0.00	1.75	0.39
SOUTH CAROLINA	3.68	29.12	63.84	2.04	0.06	0.23	0.10	0.93
SOUTH DAKOTA	11.94	52.84	31.34	1.04	0.75	0.90	0.75	0.45
TENNESSEE	8.22	35.24	54.18	0.63	0.76	0.09	0.11	0.77
TEXAS	1.35	18.66	76.70	2.47	0.08	0.16	0.03	0.56
UTAH	3.61	11.56	83.56	1.14	0.00	0.00	0.00	0.13
VERMONT	54.64	18.26	21.16	1.22	2.74	0.15	1.22	0.61
VIRGINIA	2.06	27.21	67.86	1.17	0.25	0.55	0.29	0.61
WASHINGTON	9.96	40.34	48.88	0.51	0.09	0.06	0.00	0.15
WEST VIRGINIA	7.88	52.84	37.84	0.36	0.00	0.04	0.02	1.03
WISCONSIN	6.30	35.92	54.02	2.87	0.02	0.47	0.06	0.34
WYOMING	6.36	25.45	60.00	2.73	0.30	3.64	0.61	0.91
AMERICAN SAMOA	0.00	36.67	63.33	0.00	0.00	0.00	0.00	0.00
GUAM	4.08	26.53	69.39	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	35.71	0.00	14.29	0.00	0.00	0.00	0.00
PALAU	0.00	20.00	60.00	0.00	0.00	0.00	0.00	20.00
VIRGIN ISLANDS	2.98	69.98	26.80	0.00	0.00	0.00	0.00	0.25
BUR. OF INDIAN AFFAIRS	33.59	37.40	24.43	0.00	0.00	0.00	4.58	0.00
U.S. AND OUTLYING AREAS	12.19	31.50	50.61	3.68	0.83	0.39	0.30	0.50
50 STATES, D.C. & P.R.	12.18	31.44	50.67	3.69	0.84	0.40	0.29	0.50

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,379	1,039	338	74	56	14	162	49
ALASKA	129	171	114	110	7	1	6	0
ARIZONA	746	805	1,195	259	341	7	61	27
ARKANSAS	44	96	67	0	17	0	22	9
CALIFORNIA	1,840	1,731	4,576	352	4,037	0	1,118	305
COLORADO	2,307	871	787	217	152	116	548	142
CONNECTICUT	1,435	881	1,453	208	518	35	368	45
DELAWARE	55	151	50	79	3	12	20	7
DISTRICT OF COLUMBIA	45	114	.	.	10	78	336	2
FLORIDA	7,933	5,213	5,942	512	357	280	55	55
GEORGIA	2,373	4,256	4,282	495	3	549	27	41
HAWAII	490	730	535	50	18	0	38	91
IDAHO	181	108	99	36	25	3	3	23
ILLINOIS	2,337	3,267	6,570	3,893	2,181	172	377	40
INDIANA	2,146	856	3,436	189	12	232	191	169
IOWA	1,572	1,529	1,421	525	.	144	115	17
KANSAS	1,029	767	460	273	51	47	40	11
KENTUCKY	686	957	1,251	134	2	225	124	89
LOUISIANA	472	686	1,857	96	8	346	0	80
MAINE	649	714	548	61	155	4	169	39
MARYLAND	1,021	655	1,846	505	1,177	147	131	52
MASSACHUSETTS	1,122	614	1,777	1,173	1,635	76	178	56
MICHIGAN	3,108	3,170	2,947	1,506	.	171	156	19
MINNESOTA	5,257	2,286	1,200	1,724	127	344	267	54
MISSISSIPPI	67	99	137	2	12	6	33	21
MISSOURI	1,915	1,609	1,365	314	197	0	7	102
MONTANA	242	184	155	41	31	2	19	3
NEBRASKA	496	400	625	42	23	3	34	7
NEVADA	292	210	338	98	0	0	0	13
NEW HAMPSHIRE	810	220	101	19	192	34	153	8
NEW JERSEY	1,842	1,611	2,022	793	2,369	9	17	312
NEW MEXICO	388	302	1,087	65	0	116	13	58
NEW YORK	5,461	2,280	5,188	3,720	1,461	1,021	1,470	953
NORTH CAROLINA	1,475	1,284	2,235	283	10	97	0	132
NORTH DAKOTA	351	169	48	7	9	15	37	4
OHIO	2,196	2,927	1,218	2,084	0	2	0	366
OKLAHOMA	507	791	759	56	2	70	23	56
OREGON	999	358	463	241	215	72	53	60
PENNSYLVANIA	1,953	3,029	4,281	954	802	326	146	69
PUERTO RICO	142	19	158	7	3	0	1	24
RHODE ISLAND	344	234	454	7	191	2	244	30
SOUTH CAROLINA	320	1,240	1,537	163	29	28	16	101
SOUTH DAKOTA	141	86	70	28	4	12	15	2
TENNESSEE	537	670	878	99	142	11	14	80
TEXAS	3,246	9,973	7,081	583	25	2	6	1,031
UTAH	657	526	802	78	0	5	0	55
VERMONT	800	130	143	85	109	6	73	21
VIRGINIA	1,561	2,480	2,734	674	408	231	201	140
WASHINGTON	894	929	719	121	50	24	9	28
WEST VIRGINIA	409	446	391	10	1	9	6	36
WISCONSIN	2,935	4,307	2,248	353	41	102	29	61
WYOMING	127	153	184	34	2	25	41	10
AMERICAN SAMOA	0	2	0	1	0	0	0	0
GUAM	0	0	5	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	2	7	5	0	0	0	3	2
BUR. OF INDIAN AFFAIRS	168	132	72	0	2	2	79	0
U.S. AND OUTLYING AREAS	69,633	68,474	84,255	23,433	17,222	5,235	7,254	5,207
50 STATES, D.C. & P.R.	69,463	68,333	84,172	23,432	17,220	5,233	7,172	5,205

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.33	33.40	10.86	2.38	1.80	0.45	5.21	1.58
ALASKA	23.98	31.78	21.19	20.45	1.30	0.19	1.12	0.00
ARIZONA	21.68	23.39	34.73	7.53	9.91	0.20	1.77	0.78
ARKANSAS	17.25	37.65	26.27	0.00	6.67	0.00	8.63	3.53
CALIFORNIA	13.18	12.40	32.78	2.52	28.92	0.00	8.01	2.18
COLORADO	44.88	16.95	15.31	4.22	2.95	2.26	10.66	2.76
CONNECTICUT	29.03	17.82	29.40	4.21	10.48	0.71	7.44	0.91
DELAWARE	14.59	40.05	13.26	20.95	0.80	3.18	5.31	1.86
DISTRICT OF COLUMBIA	7.69	19.49	.	.	1.71	13.33	57.44	0.34
FLORIDA	38.99	25.62	29.20	2.52	1.75	1.38	0.27	0.27
GEORGIA	19.73	35.39	35.61	4.12	0.02	4.57	0.22	0.34
HAWAII	25.10	37.40	27.41	2.56	0.92	0.00	1.95	4.66
IDAHO	37.87	22.59	20.71	7.53	5.23	0.63	0.63	4.81
ILLINOIS	12.41	17.34	34.88	20.67	11.58	0.91	2.00	0.21
INDIANA	29.68	11.84	47.52	2.61	0.17	3.21	2.64	2.34
IOWA	29.53	28.72	26.70	9.86	.	2.71	2.16	0.32
KANSAS	38.42	28.64	17.18	10.19	1.90	1.76	1.49	0.41
KENTUCKY	19.78	27.60	36.07	3.86	0.06	6.49	3.58	2.57
LOUISIANA	13.31	19.35	52.38	2.71	0.23	9.76	0.00	2.26
MAINE	27.75	30.53	23.43	2.61	6.63	0.17	7.21	1.67
MARYLAND	18.45	11.84	33.36	9.13	21.27	2.66	2.37	0.94
MASSACHUSETTS	16.92	9.26	26.80	17.69	24.66	1.15	2.68	0.84
MICHIGAN	28.06	28.62	26.60	13.60	.	1.54	1.41	0.17
MINNESOTA	46.69	20.30	10.66	15.31	1.13	3.06	2.37	0.48
MISSISSIPPI	17.77	26.26	36.34	0.53	3.18	1.59	8.75	5.57
MISSOURI	34.76	29.21	24.78	5.70	3.58	0.00	0.13	1.85
MONTANA	35.75	27.18	22.90	6.06	4.58	0.30	2.81	0.44
NEBRASKA	30.43	24.54	38.34	2.58	1.41	0.18	2.09	0.43
NEVADA	30.70	22.08	35.54	10.30	0.00	0.00	0.00	1.37
NEW HAMPSHIRE	52.70	14.31	6.57	1.24	12.49	2.21	9.95	0.52
NEW JERSEY	20.52	17.95	22.53	8.84	26.40	0.10	0.19	3.48
NEW MEXICO	19.12	14.88	53.57	3.20	0.00	5.72	0.64	2.86
NEW YORK	21.37	8.92	35.96	14.56	5.72	4.00	5.75	3.73
NORTH CAROLINA	26.74	23.28	40.52	5.13	0.18	1.76	0.00	2.39
NORTH DAKOTA	54.84	26.41	7.50	1.09	1.41	2.34	5.78	0.63
OHIO	24.97	33.29	13.85	23.70	0.00	0.02	0.00	4.16
OKLAHOMA	22.39	34.94	33.52	2.47	0.09	3.09	1.02	2.47
OREGON	40.59	14.55	18.81	9.79	8.74	2.93	2.15	2.44
PENNSYLVANIA	16.89	26.20	37.03	8.25	6.94	2.82	1.26	0.60
PUERTO RICO	40.11	5.37	44.63	1.98	0.85	0.00	0.28	6.78
RHODE ISLAND	22.84	15.54	30.15	0.46	12.68	0.13	16.20	1.99
SOUTH CAROLINA	9.32	36.11	44.76	4.75	0.84	0.82	0.47	2.94
SOUTH DAKOTA	39.39	24.02	19.55	7.82	1.12	3.35	4.19	0.56
TENNESSEE	22.09	27.56	36.12	4.07	5.84	0.45	0.58	3.29
TEXAS	14.79	45.44	32.26	2.66	0.11	0.01	0.03	4.70
UTAH	30.95	24.78	37.78	3.67	0.00	0.24	0.00	2.59
VERMONT	58.52	9.51	10.46	6.22	7.97	0.44	5.34	1.54
VIRGINIA	18.52	29.42	32.44	8.00	4.84	2.74	2.38	1.66
WASHINGTON	32.23	33.49	25.92	4.36	1.80	0.87	0.32	1.01
WEST VIRGINIA	31.27	34.10	29.89	0.76	0.08	0.69	0.46	2.75
WISCONSIN	29.13	42.75	22.31	3.50	0.41	1.01	0.29	0.61
WYOMING	22.05	26.56	31.94	5.90	0.35	4.34	7.12	1.74
AMERICAN SAMOA	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	10.53	36.84	26.32	0.00	0.00	0.00	15.79	10.53
BUR. OF INDIAN AFFAIRS	36.92	29.01	15.82	0.00	0.44	0.44	17.36	0.00
U.S. AND OUTLYING AREAS	24.81	24.39	30.01	8.35	6.14	1.86	2.58	1.85
50 STATES, D.C. & P.R.	24.79	24.38	30.04	8.36	6.14	1.87	2.56	1.86

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24	129	256	66	1	59	10	9
ALASKA	30	16	137	2	0	0	1	5
ARIZONA	73	97	362	22	50	81	2	16
ARKANSAS	15	75	288	7	22	8	42	19
CALIFORNIA	135	270	1,311	208	141	44	8	101
COLORADO	316	228	604	96	6	8	5	30
CONNECTICUT	136	181	307	105	68	7	41	12
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	8	11	.	.	.	32	53	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	32	53	0	0	0	0	0	0
HAWAII	1	2	90	2	0	0	0	2
IDAHO	32	50	137	4	1	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	20	15	298	17	0	47	12	8
IOWA	13	11	84	34	.	3	3	2
KANSAS	368	359	391	133	28	17	20	16
KENTUCKY	131	221	520	52	0	9	3	43
LOUISIANA	9	6	269	14	2	16	0	62
MAINE	185	409	548	21	16	3	21	12
MARYLAND	400	396	1,022	398	337	11	63	23
MASSACHUSETTS	141	176	456	121	210	61	133	56
MICHIGAN	12	32	285	633	.	1	.	31
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	3	7	129	28	0	40	7	14
MISSOURI	35	55	142	56	13	0	8	6
MONTANA	43	61	164	6	3	11	4	2
NEBRASKA	2	16	126	15	2	3	4	6
NEVADA	1	21	88	100	0	0	0	5
NEW HAMPSHIRE	60	25	28	0	18	1	13	2
NEW JERSEY	888	1,458	1,947	1,297	1,859	24	22	142
NEW MEXICO	20	40	362	2	0	19	0	19
NEW YORK	1,018	1,116	3,072	1,424	875	70	326	159
NORTH CAROLINA	22	54	434	100	36	77	22	22
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	271	1,925	1,145	1,585	0	0	0	51
OKLAHOMA	37	114	399	28	0	8	0	45
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	26	18	389	124	29	8	7	17
PUERTO RICO	63	7	168	31	2	0	0	163
RHODE ISLAND	0	6	78	0	30	0	6	1
SOUTH CAROLINA	0	9	31	0	0	62	0	2
SOUTH DAKOTA	19	54	90	5	14	6	25	4
TENNESSEE	16	55	473	74	45	15	1	25
TEXAS	252	1,522	1,962	225	6	11	1	153
UTAH	17	17	280	195	2	0	0	13
VERMONT	14	6	8	0	0	0	2	3
VIRGINIA	44	131	485	76	28	6	9	11
WASHINGTON	129	294	831	26	5	7	2	17
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	2	0	0	0	0	0
AMERICAN SAMOA	0	0	8	0	0	0	0	1
GUAM	1	4	20	0	0	0	0	0
NORTHERN MARIANAS	1	8	5	0	0	0	0	1
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	1	14	0	0	0	8	2
BUR. OF INDIAN AFFAIRS	19	46	15	4	0	0	9	0
U.S. AND OUTLYING AREAS	5,082	9,807	20,260	7,336	3,849	775	893	1,335
50 STATES, D.C. & P.R.	5,061	9,748	20,198	7,332	3,849	775	876	1,331

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Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.33	23.29	46.21	11.91	0.18	10.65	1.81	1.62
ALASKA	15.71	8.38	71.73	1.05	0.00	0.00	0.52	2.62
ARIZONA	10.38	13.80	51.49	3.13	7.11	11.52	0.28	2.28
ARKANSAS	3.15	15.76	60.50	1.47	4.62	1.68	8.82	3.99
CALIFORNIA	6.09	12.17	59.11	9.38	6.36	1.98	0.36	4.55
COLORADO	24.44	17.63	46.71	7.42	0.46	0.62	0.39	2.32
CONNECTICUT	15.87	21.12	35.82	12.25	7.93	0.82	4.78	1.40
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	7.69	10.58	.	.	.	30.77	50.96	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	37.65	62.35	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	1.03	2.06	92.78	2.06	0.00	0.00	0.00	2.06
IDAHO	14.16	22.12	60.62	1.77	0.44	0.00	0.00	0.88
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	4.80	3.60	71.46	4.08	0.00	11.27	2.88	1.92
IOWA	8.67	7.33	56.00	22.67	.	2.00	2.00	1.33
KANSAS	27.63	26.95	29.35	9.98	2.10	1.28	1.50	1.20
KENTUCKY	13.38	22.57	53.12	5.31	0.00	0.92	0.31	4.39
LOUISIANA	2.38	1.59	71.16	3.70	0.53	4.23	0.00	16.40
MAINE	15.23	33.66	45.10	1.73	1.32	0.25	1.73	0.99
MARYLAND	15.09	14.94	38.57	15.02	12.72	0.42	2.38	0.87
MASSACHUSETTS	10.41	13.00	33.68	8.94	15.51	4.51	9.82	4.14
MICHIGAN	1.21	3.22	28.67	63.68	.	0.10	.	3.12
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.32	3.07	56.58	12.28	0.00	17.54	3.07	6.14
MISSOURI	11.11	17.46	45.08	17.78	4.13	0.00	2.54	1.90
MONTANA	14.63	20.75	55.78	2.04	1.02	3.74	1.36	0.68
NEBRASKA	1.15	9.20	72.41	8.62	1.15	1.72	2.30	3.45
NEVADA	0.47	9.77	40.93	46.51	0.00	0.00	0.00	2.33
NEW HAMPSHIRE	40.82	17.01	19.05	0.00	12.24	0.68	8.84	1.36
NEW JERSEY	11.63	19.09	25.49	16.98	24.34	0.31	0.29	1.86
NEW MEXICO	4.33	8.66	78.35	0.43	0.00	4.11	0.00	4.11
NEW YORK	12.63	13.85	38.11	17.67	10.86	0.87	4.04	1.97
NORTH CAROLINA	2.87	7.04	56.58	13.04	4.69	10.04	2.87	2.87
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	5.45	38.68	23.01	31.85	0.00	0.00	0.00	1.02
OKLAHOMA	5.86	18.07	63.23	4.44	0.00	1.27	0.00	7.13
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.21	2.91	62.94	20.06	4.69	1.29	1.13	2.75
PUERTO RICO	14.52	1.61	38.71	7.14	0.46	0.00	0.00	37.56
RHODE ISLAND	0.00	4.96	64.46	0.00	24.79	0.00	4.96	0.83
SOUTH CAROLINA	0.00	8.65	29.81	0.00	0.00	59.62	0.00	1.92
SOUTH DAKOTA	8.76	24.88	41.47	2.30	6.45	2.76	11.52	1.84
TENNESSEE	2.27	7.81	67.19	10.51	6.39	2.13	0.14	3.55
TEXAS	6.10	36.83	47.48	5.45	0.15	0.27	0.02	3.70
UTAH	3.24	3.24	53.44	37.21	0.38	0.00	0.00	2.48
VERMONT	42.42	18.18	24.24	0.00	0.00	0.00	6.06	9.09
VIRGINIA	5.57	16.58	61.39	9.62	3.54	0.76	1.14	1.39
WASHINGTON	9.84	22.43	63.39	1.98	0.38	0.53	0.15	1.30
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	88.89	0.00	0.00	0.00	0.00	11.11
GUAM	4.00	16.00	80.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	6.67	53.33	33.33	0.00	0.00	0.00	0.00	6.67
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	4.00	56.00	0.00	0.00	0.00	32.00	8.00
BUR. OF INDIAN AFFAIRS	20.43	49.46	16.13	4.30	0.00	0.00	9.68	0.00
U.S. AND OUTLYING AREAS	10.30	19.88	41.06	14.87	7.80	1.57	1.81	2.71
50 STATES, D.C. & P.R.	10.29	19.83	41.08	14.91	7.83	1.58	1.78	2.71

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	206	86	17	21	0	104	2	0
ALASKA	47	26	38	2	0	0	0	1
ARIZONA	257	162	100	0	0	117	0	2
ARKANSAS	77	101	35	18	2	47	1	1
CALIFORNIA	1,614	836	1,470	18	20	457	6	10
COLORADO	347	49	51	23	0	35	2	5
CONNECTICUT	167	63	19	21	37	1	31	0
DELAWARE	19	53	2	28	0	1	0	0
DISTRICT OF COLUMBIA	2	4	.	.	.	3	3	.
FLORIDA	537	277	311	9	0	306	1	1
GEORGIA	173	137	180	81	0	57	1	0
HAWAII	43	50	31	0	1	0	2	1
IDAHO	71	23	8	0	0	32	0	1
ILLINOIS	320	385	500	36	5	142	11	2
INDIANA	406	68	164	1	0	156	6	1
IOWA	125	61	42	0	.	49	0	0
KANSAS	130	59	30	65	0	0	0	0
KENTUCKY	152	71	26	1	6	75	1	1
LOUISIANA	246	185	121	1	3	127	0	1
MAINE	64	18	6	7	0	12	1	1
MARYLAND	243	75	89	10	3	161	0	1
MASSACHUSETTS	264	63	181	27	184	0	62	2
MICHIGAN	539	266	273	73	.	56	1	3
MINNESOTA	509	148	60	44	0	91	1	0
MISSISSIPPI	82	90	50	2	1	68	2	1
MISSOURI	234	151	70	40	4	56	0	1
MONTANA	37	35	5	0	1	14	0	0
NEBRASKA	178	52	51	3	1	5	0	3
NEVADA	86	44	46	1	0	0	0	0
NEW HAMPSHIRE	86	15	6	0	1	1	9	0
NEW JERSEY	190	139	160	65	20	98	0	2
NEW MEXICO	69	49	75	2	0	61	0	1
NEW YORK	1,082	190	679	425	60	75	14	6
NORTH CAROLINA	452	189	91	22	2	147	0	1
NORTH DAKOTA	33	9	0	7	0	11	0	1
OHIO	677	298	106	47	0	94	0	4
OKLAHOMA	147	92	57	13	0	57	0	2
OREGON	218	60	31	14	7	70	1	3
PENNSYLVANIA	596	196	243	6	42	5	62	2
PUERTO RICO	155	45	79	5	51	0	1	1
RHODE ISLAND	28	15	10	47	1	0	1	0
SOUTH CAROLINA	135	170	84	14	0	68	1	7
SOUTH DAKOTA	30	11	0	8	0	9	0	0
TENNESSEE	242	123	156	31	1	70	0	7
TEXAS	459	953	845	268	1	33	1	1
UTAH	95	52	67	86	0	0	0	0
VERMONT	53	6	3	1	7	0	11	2
VIRGINIA	232	123	156	1	4	75	1	3
WASHINGTON	294	282	116	3	8	78	0	1
WEST VIRGINIA	78	44	19	8	0	26	0	0
WISCONSIN	313	98	131	60	2	42	0	0
WYOMING	43	28	4	1	1	3	0	0
AMERICAN SAMOA	0	6	0	0	0	0	0	0
GUAM	5	3	6	0	0	0	1	0
NORTHERN MARIANAS	5	1	0	2	0	2	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	2	3	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	10	6	1	0	0	0	1	0
U.S. AND OUTLYING AREAS	12,904	6,845	7,101	1,668	476	3,197	238	83
50 STATES, D.C. & P.R.	12,882	6,825	7,094	1,666	476	3,195	236	83

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.25	19.72	3.90	4.82	0.00	23.85	0.46	0.00
ALASKA	41.23	22.81	33.33	1.75	0.00	0.00	0.00	0.88
ARIZONA	40.28	25.39	15.67	0.00	0.00	18.34	0.00	0.31
ARKANSAS	27.30	35.82	12.41	6.38	0.71	16.67	0.35	0.35
CALIFORNIA	36.43	18.87	33.18	0.41	0.45	10.31	0.14	0.23
COLORADO	67.77	9.57	9.96	4.49	0.00	6.84	0.39	0.98
CONNECTICUT	49.26	18.58	5.60	6.19	10.91	0.29	9.14	0.00
DELAWARE	18.45	51.46	1.94	27.18	0.00	0.97	0.00	0.00
DISTRICT OF COLUMBIA	16.67	33.33	.	.	.	25.00	25.00	.
FLORIDA	37.24	19.21	21.57	0.62	0.00	21.22	0.07	0.07
GEORGIA	27.50	21.78	28.62	12.88	0.00	9.06	0.16	0.00
HAWAII	33.59	39.06	24.22	0.00	0.78	0.00	1.56	0.78
IDAHO	52.59	17.04	5.93	0.00	0.00	23.70	0.00	0.74
ILLINOIS	22.84	27.48	35.69	2.57	0.36	10.14	0.79	0.14
INDIANA	50.62	8.48	20.45	0.12	0.00	19.45	0.75	0.12
IOWA	45.13	22.02	15.16	0.00	.	17.69	0.00	0.00
KANSAS	45.77	20.77	10.56	22.89	0.00	0.00	0.00	0.00
KENTUCKY	45.65	21.32	7.81	0.30	1.80	22.52	0.30	0.30
LOUISIANA	35.96	27.05	17.69	0.15	0.44	18.57	0.00	0.15
MAINE	58.72	16.51	5.50	6.42	0.00	11.01	0.92	0.92
MARYLAND	41.75	12.89	15.29	1.72	0.52	27.66	0.00	0.17
MASSACHUSETTS	33.72	8.05	23.12	3.45	23.50	0.00	7.92	0.26
MICHIGAN	44.51	21.97	22.54	6.03	.	4.62	0.08	0.25
MINNESOTA	59.67	17.35	7.03	5.16	0.00	10.67	0.12	0.00
MISSISSIPPI	27.70	30.41	16.89	0.68	0.34	22.97	0.68	0.34
MISSOURI	42.09	27.16	12.59	7.19	0.72	10.07	0.00	0.18
MONTANA	40.22	38.04	5.43	0.00	1.09	15.22	0.00	0.00
NEBRASKA	60.75	17.75	17.41	1.02	0.34	1.71	0.00	1.02
NEVADA	48.59	24.86	25.99	0.56	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	72.88	12.71	5.08	0.00	0.85	0.85	7.63	0.00
NEW JERSEY	28.19	20.62	23.74	9.64	2.97	14.54	0.00	0.30
NEW MEXICO	26.85	19.07	29.18	0.78	0.00	23.74	0.00	0.39
NEW YORK	42.75	7.51	26.83	16.79	2.37	2.96	0.55	0.24
NORTH CAROLINA	50.00	20.91	10.07	2.43	0.22	16.26	0.00	0.11
NORTH DAKOTA	54.10	14.75	0.00	11.48	0.00	18.03	0.00	1.64
OHIO	55.22	24.31	8.65	3.83	0.00	7.67	0.00	0.33
OKLAHOMA	39.95	25.00	15.49	3.53	0.00	15.49	0.00	0.54
OREGON	53.96	14.85	7.67	3.47	1.73	17.33	0.25	0.74
PENNSYLVANIA	51.74	17.01	21.09	0.52	3.65	0.43	5.38	0.17
PUERTO RICO	45.99	13.35	23.44	1.48	15.13	0.00	0.30	0.30
RHODE ISLAND	27.45	14.71	9.80	46.08	0.98	0.00	0.98	0.00
SOUTH CAROLINA	28.18	35.49	17.54	2.92	0.00	14.20	0.21	1.46
SOUTH DAKOTA	51.72	18.97	0.00	13.79	0.00	15.52	0.00	0.00
TENNESSEE	38.41	19.52	24.76	4.92	0.16	11.11	0.00	1.11
TEXAS	17.92	37.21	32.99	10.46	0.04	1.29	0.04	0.04
UTAH	31.67	17.33	22.33	28.67	0.00	0.00	0.00	0.00
VERMONT	63.86	7.23	3.61	1.20	8.43	0.00	13.25	2.41
VIRGINIA	38.99	20.67	26.22	0.17	0.67	12.61	0.17	0.50
WASHINGTON	37.60	36.06	14.83	0.38	1.02	9.97	0.00	0.13
WEST VIRGINIA	44.57	25.14	10.86	4.57	0.00	14.86	0.00	0.00
WISCONSIN	48.45	15.17	20.28	9.29	0.31	6.50	0.00	0.00
WYOMING	53.75	35.00	5.00	1.25	1.25	3.75	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	20.00	40.00	0.00	0.00	0.00	6.67	0.00
NORTHERN MARIANAS	50.00	10.00	0.00	20.00	0.00	20.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	55.56	33.33	5.56	0.00	0.00	0.00	5.56	0.00
U.S. AND OUTLYING AREAS	39.69	21.05	21.84	5.13	1.46	9.83	0.73	0.26
50 STATES, D.C. & P.R.	39.69	21.03	21.86	5.13	1.47	9.84	0.73	0.26

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	121	82	33	1	0	1	1	6
ALASKA	16	2	7	0	0	0	0	0
ARIZONA	157	65	184	15	2	0	0	4
ARKANSAS	25	30	20	0	6	0	1	2
CALIFORNIA	1,175	691	2,174	336	37	0	2	87
COLORADO	1,622	420	154	26	6	1	22	25
CONNECTICUT	50	14	12	2	1	0	0	0
DELAWARE	64	168	70	15	0	1	5	22
DISTRICT OF COLUMBIA	7	10	.	.	.	14	1	.
FLORIDA	633	418	763	48	0	3	0	2
GEORGIA	104	123	148	0	0	2	0	0
HAWAII	22	19	11	0	0	0	0	1
IDAHO	28	15	8	0	0	0	0	2
ILLINOIS	332	230	447	24	11	1	1	5
INDIANA	360	40	98	0	0	0	0	5
IOWA	187	146	67	3	.	1	3	12
KANSAS	94	42	18	0	1	0	0	3
KENTUCKY	71	54	47	0	0	0	0	5
LOUISIANA	219	177	182	1	1	9	0	19
MAINE	17	9	4	0	0	0	0	0
MARYLAND	112	37	43	1	9	0	0	1
MASSACHUSETTS	281	37	83	4	47	0	6	14
MICHIGAN	2,595	1,796	920	213	.	0	4	13
MINNESOTA	367	154	73	7	0	0	1	6
MISSISSIPPI	190	227	279	8	4	4	14	63
MISSOURI	102	70	45	31	1	0	0	7
MONTANA	16	10	6	0	0	0	0	0
NEBRASKA	83	31	32	0	0	0	0	6
NEVADA	49	18	24	1	0	0	0	2
NEW HAMPSHIRE	43	14	2	0	1	0	0	0
NEW JERSEY	149	45	38	11	11	0	0	4
NEW MEXICO	30	25	58	0	0	0	0	9
NEW YORK	539	110	191	62	19	2	0	10
NORTH CAROLINA	240	87	96	4	3	0	0	9
NORTH DAKOTA	28	12	5	0	0	0	2	0
OHIO	512	260	161	13	0	0	0	18
OKLAHOMA	111	41	22	0	0	0	0	0
OREGON	173	58	55	3	2	0	1	4
PENNSYLVANIA	91	69	293	45	21	0	4	5
PUERTO RICO	138	17	12	4	4	0	0	2
RHODE ISLAND	12	23	13	1	2	0	1	0
SOUTH CAROLINA	49	133	126	11	1	0	0	6
SOUTH DAKOTA	26	11	6	0	0	0	0	0
TENNESSEE	109	94	159	26	1	0	0	62
TEXAS	444	994	583	25	0	0	0	115
UTAH	15	13	43	0	0	0	0	11
VERMONT	24	4	1	0	0	0	0	2
VIRGINIA	148	55	118	2	0	0	0	4
WASHINGTON	151	123	68	1	0	0	0	1
WEST VIRGINIA	53	25	15	0	0	0	0	1
WISCONSIN	218	128	152	2	1	0	0	12
WYOMING	32	7	11	0	0	0	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	0	3	0	0	0	0	0
VIRGIN ISLANDS	6	0	1	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	12,445	7,483	8,184	946	192	39	70	590
50 STATES, D.C. & P.R.	12,434	7,483	8,180	946	192	39	69	589

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	49.39	33.47	13.47	0.41	0.00	0.41	0.41	2.45
ALASKA	64.00	8.00	28.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	36.77	15.22	43.09	3.51	0.47	0.00	0.00	0.94
ARKANSAS	29.76	35.71	23.81	0.00	7.14	0.00	1.19	2.38
CALIFORNIA	26.10	15.35	48.29	7.46	0.82	0.00	0.04	1.93
COLORADO	71.27	18.45	6.77	1.14	0.26	0.04	0.97	1.10
CONNECTICUT	63.29	17.72	15.19	2.53	1.27	0.00	0.00	0.00
DELAWARE	18.55	48.70	20.29	4.35	0.00	0.29	1.45	6.38
DISTRICT OF COLUMBIA	21.88	31.25	.	.	.	43.75	3.13	.
FLORIDA	33.90	22.39	40.87	2.57	0.00	0.16	0.00	0.11
GEORGIA	27.59	32.63	39.26	0.00	0.00	0.53	0.00	0.00
HAWAII	41.51	35.85	20.75	0.00	0.00	0.00	0.00	1.89
IDAHO	52.83	28.30	15.09	0.00	0.00	0.00	0.00	3.77
ILLINOIS	31.59	21.88	42.53	2.28	1.05	0.10	0.10	0.48
INDIANA	71.57	7.95	19.48	0.00	0.00	0.00	0.00	0.99
IOWA	44.63	34.84	15.99	0.72	.	0.24	0.72	2.86
KANSAS	59.49	26.58	11.39	0.00	0.63	0.00	0.00	1.90
KENTUCKY	40.11	30.51	26.55	0.00	0.00	0.00	0.00	2.82
LOUISIANA	36.02	29.11	29.93	0.16	0.16	1.48	0.00	3.13
MAINE	56.67	30.00	13.33	0.00	0.00	0.00	0.00	0.00
MARYLAND	55.17	18.23	21.18	0.49	4.43	0.00	0.00	0.49
MASSACHUSETTS	59.53	7.84	17.58	0.85	9.96	0.00	1.27	2.97
MICHIGAN	46.83	32.41	16.60	3.84	.	0.00	0.07	0.23
MINNESOTA	60.36	25.33	12.01	1.15	0.00	0.00	0.16	0.99
MISSISSIPPI	24.08	28.77	35.36	1.01	0.51	0.51	1.77	7.98
MISSOURI	39.84	27.34	17.58	12.11	0.39	0.00	0.00	2.73
MONTANA	50.00	31.25	18.75	0.00	0.00	0.00	0.00	0.00
NEBRASKA	54.61	20.39	21.05	0.00	0.00	0.00	0.00	3.95
NEVADA	52.13	19.15	25.53	1.06	0.00	0.00	0.00	2.13
NEW HAMPSHIRE	71.67	23.33	3.33	0.00	1.67	0.00	0.00	0.00
NEW JERSEY	57.75	17.44	14.73	4.26	4.26	0.00	0.00	1.55
NEW MEXICO	24.59	20.49	47.54	0.00	0.00	0.00	0.00	7.38
NEW YORK	57.77	11.79	20.47	6.65	2.04	0.21	0.00	1.07
NORTH CAROLINA	54.67	19.82	21.87	0.91	0.68	0.00	0.00	2.05
NORTH DAKOTA	59.57	25.53	10.64	0.00	0.00	0.00	4.26	0.00
OHIO	53.11	26.97	16.70	1.35	0.00	0.00	0.00	1.87
OKLAHOMA	63.79	23.56	12.64	0.00	0.00	0.00	0.00	0.00
OREGON	58.45	19.59	18.58	1.01	0.68	0.00	0.34	1.35
PENNSYLVANIA	17.23	13.07	55.49	8.52	3.98	0.00	0.76	0.95
PUERTO RICO	77.97	9.60	6.78	2.26	2.26	0.00	0.00	1.13
RHODE ISLAND	23.08	44.23	25.00	1.92	3.85	0.00	1.92	0.00
SOUTH CAROLINA	15.03	40.80	38.65	3.37	0.31	0.00	0.00	1.84
SOUTH DAKOTA	60.47	25.58	13.95	0.00	0.00	0.00	0.00	0.00
TENNESSEE	24.17	20.84	35.25	5.76	0.22	0.00	0.00	13.75
TEXAS	20.55	46.00	26.98	1.16	0.00	0.00	0.00	5.32
UTAH	18.29	15.85	52.44	0.00	0.00	0.00	0.00	13.41
VERMONT	77.42	12.90	3.23	0.00	0.00	0.00	0.00	6.45
VIRGINIA	45.26	16.82	36.09	0.61	0.00	0.00	0.00	1.22
WASHINGTON	43.90	35.76	19.77	0.29	0.00	0.00	0.00	0.29
WEST VIRGINIA	56.38	26.60	15.96	0.00	0.00	0.00	0.00	1.06
WISCONSIN	42.50	24.95	29.63	0.39	0.19	0.00	0.00	2.34
WYOMING	61.54	13.46	21.15	0.00	0.00	0.00	0.00	3.85
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	75.00	0.00	12.50	0.00	0.00	0.00	12.50	0.00
BUR. OF INDIAN AFFAIRS	50.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
U.S. AND OUTLYING AREAS	41.55	24.99	27.33	3.16	0.64	0.13	0.23	1.97
50 STATES, D.C. & P.R.	41.54	25.00	27.33	3.16	0.64	0.13	0.23	1.97

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	851	531	86	26	0	3	10	14
ALASKA	189	103	43	9	1	0	0	2
ARIZONA	309	268	120	1	1	0	0	10
ARKANSAS	779	1,266	278	2	36	1	17	22
CALIFORNIA	3,520	1,871	1,599	38	246	0	15	140
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	2,320	694	358	23	107	5	45	12
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1	9	.	.	0	4	12	1
FLORIDA	1,598	561	356	36	8	6	3	553
GEORGIA	1,420	2,207	1,405	4	1	25	0	22
HAWAII	85	190	103	4	1	0	7	9
IDAHO	340	152	55	9	2	0	1	8
ILLINOIS	796	1,421	816	78	48	0	5	127
INDIANA	704	216	289	4	0	4	13	20
IOWA	24	18	3	1	.	0	0	2
KANSAS	1,221	739	233	18	13	7	4	9
KENTUCKY	1,182	954	360	17	2	10	7	30
LOUISIANA	1,162	1,243	870	7	8	25	0	70
MAINE	549	345	111	6	5	0	6	15
MARYLAND	1,614	702	501	25	57	1	1	20
MASSACHUSETTS	162	68	61	10	32	0	16	227
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2,341	929	155	49	5	10	18	13
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	1,749	880	298	26	13	0	2	40
MONTANA	238	233	77	3	9	2	1	7
NEBRASKA	490	251	200	5	4	0	2	15
NEVADA	270	155	88	7	0	0	0	7
NEW HAMPSHIRE	1,224	270	87	0	57	5	43	2
NEW JERSEY	800	499	220	20	69	0	1	84
NEW MEXICO	226	248	316	0	0	9	4	45
NEW YORK	5,634	1,880	1,675	335	116	4	42	94
NORTH CAROLINA	3,502	1,751	820	33	0	20	1	73
NORTH DAKOTA	195	52	11	1	0	2	4	1
OHIO	1,781	214	29	24	0	0	0	732
OKLAHOMA	725	374	102	6	1	2	1	14
OREGON	1,400	315	187	45	50	9	8	13
PENNSYLVANIA	352	248	107	3	2	4	2	5
PUERTO RICO	297	48	14	4	46	0	0	41
RHODE ISLAND	514	199	212	6	17	0	11	100
SOUTH CAROLINA	200	884	204	3	0	2	0	15
SOUTH DAKOTA	121	68	19	2	1	0	0	1
TENNESSEE	1,766	1,778	632	13	26	2	1	362
TEXAS	3,918	8,168	2,509	87	1	0	0	1,324
UTAH	172	149	164	4	0	0	0	7
VERMONT	437	50	27	6	18	0	9	4
VIRGINIA	1,621	2,324	1,211	31	45	32	11	48
WASHINGTON	3,492	3,660	1,414	92	42	15	2	25
WEST VIRGINIA	450	427	91	0	0	0	0	10
WISCONSIN	854	837	254	15	3	3	0	18
WYOMING	146	149	81	14	1	6	3	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	1	7	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	1	0	3	0	0	0	0	0
VIRGIN ISLANDS	1	2	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	38	13	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	53,795	40,614	18,866	1,152	1,094	218	328	4,416
50 STATES, D.C. & P.R.	53,741	40,598	18,851	1,152	1,094	218	328	4,416

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.95	34.91	5.65	1.71	0.00	0.20	0.66	0.92
ALASKA	54.47	29.68	12.39	2.59	0.29	0.00	0.00	0.58
ARIZONA	43.58	37.80	16.93	0.14	0.14	0.00	0.00	1.41
ARKANSAS	32.44	52.73	11.58	0.08	1.50	0.04	0.71	0.92
CALIFORNIA	47.38	25.19	21.52	0.51	3.31	0.00	0.20	1.88
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	65.10	19.47	10.04	0.65	3.00	0.14	1.26	0.34
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	3.70	33.33	.	.	0.00	14.81	44.44	3.70
FLORIDA	51.20	17.98	11.41	1.15	0.26	0.19	0.10	17.72
GEORGIA	27.93	43.41	27.64	0.08	0.02	0.49	0.00	0.43
HAWAII	21.30	47.62	25.81	1.00	0.25	0.00	1.75	2.26
IDAHO	59.96	26.81	9.70	1.59	0.35	0.00	0.18	1.41
ILLINOIS	24.19	43.18	24.79	2.37	1.46	0.00	0.15	3.86
INDIANA	56.32	17.28	23.12	0.32	0.00	0.32	1.04	1.60
IOWA	50.00	37.50	6.25	2.08	.	0.00	0.00	4.17
KANSAS	54.41	32.93	10.38	0.80	0.58	0.31	0.18	0.40
KENTUCKY	46.14	37.24	14.05	0.66	0.08	0.39	0.27	1.17
LOUISIANA	34.33	36.72	25.70	0.21	0.24	0.74	0.00	2.07
MAINE	52.94	33.27	10.70	0.58	0.48	0.00	0.58	1.45
MARYLAND	55.26	24.03	17.15	0.86	1.95	0.03	0.03	0.68
MASSACHUSETTS	28.13	11.81	10.59	1.74	5.56	0.00	2.78	39.41
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	66.51	26.39	4.40	1.39	0.14	0.28	0.51	0.37
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	58.14	29.26	9.91	0.86	0.43	0.00	0.07	1.33
MONTANA	41.75	40.88	13.51	0.53	1.58	0.35	0.18	1.23
NEBRASKA	50.67	25.96	20.68	0.52	0.41	0.00	0.21	1.55
NEVADA	51.23	29.41	16.70	1.33	0.00	0.00	0.00	1.33
NEW HAMPSHIRE	72.51	16.00	5.15	0.00	3.38	0.30	2.55	0.12
NEW JERSEY	47.25	29.47	12.99	1.18	4.08	0.00	0.06	4.96
NEW MEXICO	26.65	29.25	37.26	0.00	0.00	1.06	0.47	5.31
NEW YORK	57.61	19.22	17.13	3.43	1.19	0.04	0.43	0.96
NORTH CAROLINA	56.48	28.24	13.23	0.53	0.00	0.32	0.02	1.18
NORTH DAKOTA	73.31	19.55	4.14	0.38	0.00	0.75	1.50	0.38
OHIO	64.06	7.70	1.04	0.86	0.00	0.00	0.00	26.33
OKLAHOMA	59.18	30.53	8.33	0.49	0.08	0.16	0.08	1.14
OREGON	69.07	15.54	9.23	2.22	2.47	0.44	0.39	0.64
PENNSYLVANIA	48.69	34.30	14.80	0.41	0.28	0.55	0.28	0.69
PUERTO RICO	66.00	10.67	3.11	0.89	10.22	0.00	0.00	9.11
RHODE ISLAND	48.54	18.79	20.02	0.57	1.61	0.00	1.04	9.44
SOUTH CAROLINA	15.29	67.58	15.60	0.23	0.00	0.15	0.00	1.15
SOUTH DAKOTA	57.08	32.08	8.96	0.94	0.47	0.00	0.00	0.47
TENNESSEE	38.56	38.82	13.80	0.28	0.57	0.04	0.02	7.90
TEXAS	24.48	51.03	15.67	0.54	0.01	0.00	0.00	8.27
UTAH	34.68	30.04	33.06	0.81	0.00	0.00	0.00	1.41
VERMONT	79.31	9.07	4.90	1.09	3.27	0.00	1.63	0.73
VIRGINIA	30.45	43.66	22.75	0.58	0.85	0.60	0.21	0.90
WASHINGTON	39.95	41.87	16.17	1.05	0.48	0.17	0.02	0.29
WEST VIRGINIA	46.01	43.66	9.30	0.00	0.00	0.00	0.00	1.02
WISCONSIN	43.04	42.19	12.80	0.76	0.15	0.15	0.00	0.91
WYOMING	36.23	36.97	20.10	3.47	0.25	1.49	0.74	0.74
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	57.89	5.26	36.84	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	14.29	28.57	57.14	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	73.08	25.00	1.92	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	44.65	33.71	15.66	0.96	0.91	0.18	0.27	3.67
50 STATES, D.C. & P.R.	44.64	33.72	15.66	0.96	0.91	0.18	0.27	3.67

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	110	26	7	17	0	50	0	2
ALASKA	17	5	3	0	0	0	0	0
ARIZONA	107	52	14	0	0	18	0	2
ARKANSAS	26	24	7	15	3	29	1	0
CALIFORNIA	625	323	629	17	12	54	2	12
COLORADO	91	10	5	6	0	16	1	0
CONNECTICUT	94	16	41	7	0	0	1	1
DELAWARE	10	15	1	0	1	0	0	0
DISTRICT OF COLUMBIA	3	2	.	.	.	1	.	0
FLORIDA	263	65	72	1	1	90	0	0
GEORGIA	124	51	23	52	0	0	0	0
HAWAII	15	10	5	0	0	0	0	0
IDAHO	35	8	6	0	0	9	0	0
ILLINOIS	205	170	80	6	1	4	0	0
INDIANA	222	11	39	1	0	71	0	1
IOWA	43	14	8	0	.	13	0	0
KANSAS	74	10	6	14	0	0	0	0
KENTUCKY	114	21	11	0	1	34	0	0
LOUISIANA	96	72	47	0	0	11	0	2
MAINE	27	13	3	0	0	0	0	1
MARYLAND	99	33	27	0	7	1	71	2
MASSACHUSETTS	183	59	45	4	18	0	17	1
MICHIGAN	228	81	61	45	.	0	.	1
MINNESOTA	96	19	7	4	0	30	0	1
MISSISSIPPI	23	15	18	0	0	28	0	1
MISSOURI	102	33	8	65	0	0	0	1
MONTANA	19	7	1	0	0	6	0	0
NEBRASKA	59	22	17	0	0	2	0	1
NEVADA	34	12	8	0	0	0	0	0
NEW HAMPSHIRE	52	8	2	0	1	0	3	0
NEW JERSEY	119	33	20	2	7	0	0	1
NEW MEXICO	32	18	29	0	0	22	0	2
NEW YORK	370	66	212	130	6	32	3	15
NORTH CAROLINA	174	45	28	7	0	38	0	4
NORTH DAKOTA	18	8	2	0	0	1	0	0
OHIO	215	81	17	13	0	148	0	2
OKLAHOMA	80	40	14	12	0	38	0	0
OREGON	86	24	9	1	0	20	0	1
PENNSYLVANIA	296	47	56	7	40	0	27	2
PUERTO RICO	150	33	7	32	3	2	0	0
RHODE ISLAND	9	11	11	0	0	0	0	1
SOUTH CAROLINA	52	70	24	3	0	0	0	1
SOUTH DAKOTA	10	1	1	2	0	10	0	0
TENNESSEE	192	80	44	57	0	0	0	9
TEXAS	274	456	166	8	1	82	0	14
UTAH	37	9	17	13	0	0	0	0
VERMONT	12	1	3	0	0	0	1	0
VIRGINIA	168	34	21	0	3	30	0	1
WASHINGTON	63	44	8	0	0	35	0	2
WEST VIRGINIA	47	8	2	13	0	28	0	1
WISCONSIN	125	24	21	9	0	15	0	1
WYOMING	21	6	5	0	0	1	0	0
AMERICAN SAMOA	1	0	0	0	0	0	0	0
GUAM	3	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	5	0	1	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	5	5	0	0	0	0	2	2
U.S. AND OUTLYING AREAS	5,760	2,351	1,922	563	105	969	131	88
50 STATES, D.C. & P.R.	5,746	2,346	1,918	563	105	969	127	86

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	51.89	12.26	3.30	8.02	0.00	23.58	0.00	0.94
ALASKA	68.00	20.00	12.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	55.44	26.94	7.25	0.00	0.00	9.33	0.00	1.04
ARKANSAS	24.76	22.86	6.67	14.29	2.86	27.62	0.95	0.00
CALIFORNIA	37.34	19.30	37.57	1.02	0.72	3.23	0.12	0.72
COLORADO	70.54	7.75	3.88	4.65	0.00	12.40	0.78	0.00
CONNECTICUT	58.75	10.00	25.63	4.38	0.00	0.00	0.63	0.63
DELAWARE	37.04	55.56	3.70	0.00	3.70	0.00	0.00	0.00
DISTRICT OF COLUMBIA	50.00	33.33	.	.	.	16.67	.	0.00
FLORIDA	53.46	13.21	14.63	0.20	0.20	18.29	0.00	0.00
GEORGIA	49.60	20.40	9.20	20.80	0.00	0.00	0.00	0.00
HAWAII	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
IDAHO	60.34	13.79	10.34	0.00	0.00	15.52	0.00	0.00
ILLINOIS	43.99	36.48	17.17	1.29	0.21	0.86	0.00	0.00
INDIANA	64.35	3.19	11.30	0.29	0.00	20.58	0.00	0.29
IOWA	55.13	17.95	10.26	0.00	.	16.67	0.00	0.00
KANSAS	71.15	9.62	5.77	13.46	0.00	0.00	0.00	0.00
KENTUCKY	62.98	11.60	6.08	0.00	0.55	18.78	0.00	0.00
LOUISIANA	42.11	31.58	20.61	0.00	0.00	4.82	0.00	0.88
MAINE	61.36	29.55	6.82	0.00	0.00	0.00	0.00	2.27
MARYLAND	41.25	13.75	11.25	0.00	2.92	0.42	29.58	0.83
MASSACHUSETTS	55.96	18.04	13.76	1.22	5.50	0.00	5.20	0.31
MICHIGAN	54.81	19.47	14.66	10.82	.	0.00	.	0.24
MINNESOTA	61.15	12.10	4.46	2.55	0.00	19.11	0.00	0.64
MISSISSIPPI	27.06	17.65	21.18	0.00	0.00	32.94	0.00	1.18
MISSOURI	48.80	15.79	3.83	31.10	0.00	0.00	0.00	0.48
MONTANA	57.58	21.21	3.03	0.00	0.00	18.18	0.00	0.00
NEBRASKA	58.42	21.78	16.83	0.00	0.00	1.98	0.00	0.99
NEVADA	62.96	22.22	14.81	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	78.79	12.12	3.03	0.00	1.52	0.00	4.55	0.00
NEW JERSEY	65.38	18.13	10.99	1.10	3.85	0.00	0.00	0.55
NEW MEXICO	31.07	17.48	28.16	0.00	0.00	21.36	0.00	1.94
NEW YORK	44.36	7.91	25.42	15.59	0.72	3.84	0.36	1.80
NORTH CAROLINA	58.78	15.20	9.46	2.36	0.00	12.84	0.00	1.35
NORTH DAKOTA	62.07	27.59	6.90	0.00	0.00	3.45	0.00	0.00
OHIO	45.17	17.02	3.57	2.73	0.00	31.09	0.00	0.42
OKLAHOMA	43.48	21.74	7.61	6.52	0.00	20.65	0.00	0.00
OREGON	60.99	17.02	6.38	0.71	0.00	14.18	0.00	0.71
PENNSYLVANIA	62.32	9.89	11.79	1.47	8.42	0.00	5.68	0.42
PUERTO RICO	66.08	14.54	3.08	14.10	1.32	0.88	0.00	0.00
RHODE ISLAND	28.13	34.38	34.38	0.00	0.00	0.00	0.00	3.13
SOUTH CAROLINA	34.67	46.67	16.00	2.00	0.00	0.00	0.00	0.67
SOUTH DAKOTA	41.67	4.17	4.17	8.33	0.00	41.67	0.00	0.00
TENNESSEE	50.26	20.94	11.52	14.92	0.00	0.00	0.00	2.36
TEXAS	27.37	45.55	16.58	0.80	0.10	8.19	0.00	1.40
UTAH	48.68	11.84	22.37	17.11	0.00	0.00	0.00	0.00
VERMONT	70.59	5.88	17.65	0.00	0.00	0.00	5.88	0.00
VIRGINIA	65.37	13.23	8.17	0.00	1.17	11.67	0.00	0.39
WASHINGTON	41.45	28.95	5.26	0.00	0.00	23.03	0.00	1.32
WEST VIRGINIA	47.47	8.08	2.02	13.13	0.00	28.28	0.00	1.01
WISCONSIN	64.10	12.31	10.77	4.62	0.00	7.69	0.00	0.51
WYOMING	63.64	18.18	15.15	0.00	0.00	3.03	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	62.50	0.00	12.50	0.00	0.00	0.00	25.00	0.00
BUR. OF INDIAN AFFAIRS	35.71	35.71	0.00	0.00	0.00	0.00	14.29	14.29
U.S. AND OUTLYING AREAS	48.45	19.77	16.17	4.74	0.88	8.15	1.10	0.74
50 STATES, D.C. & P.R.	48.45	19.78	16.17	4.75	0.89	8.17	1.07	0.73

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	30	47	73	14	23	1	6	1
ALASKA	10	11	20	1	0	0	0	0
ARIZONA	41	24	131	15	29	0	0	1
ARKANSAS	12	28	75	0	6	6	0	2
CALIFORNIA	224	270	1,108	102	244	0	14	15
COLORADO	37	15	38	1	0	0	1	2
CONNECTICUT	62	78	69	38	40	2	11	1
DELAWARE	0	21	40	27	0	0	2	0
DISTRICT OF COLUMBIA	.	1	.	.	.	0	9	0
FLORIDA	216	64	450	79	5	0	0	0
GEORGIA	40	56	271	7	0	0	2	0
HAWAII	7	9	24	0	0	0	0	0
IDAHO	20	15	42	0	2	0	0	1
ILLINOIS	85	62	371	70	165	0	20	0
INDIANA	172	52	394	27	0	1	13	3
IOWA	50	58	95	14	.	1	0	1
KANSAS	39	23	67	3	1	0	3	1
KENTUCKY	28	48	83	4	0	0	0	2
LOUISIANA	18	34	285	15	0	1	0	2
MAINE	23	30	40	1	0	0	7	2
MARYLAND	67	58	200	64	60	0	19	0
MASSACHUSETTS	13	4	121	30	95	0	100	2
MICHIGAN	179	185	375	356	.	0	.	1
MINNESOTA	179	180	237	24	0	0	2	3
MISSISSIPPI	1	8	94	8	1	2	6	3
MISSOURI	88	77	191	35	16	0	0	5
MONTANA	8	11	12	0	1	0	0	0
NEBRASKA	18	18	43	2	0	0	0	0
NEVADA	7	13	32	4	0	0	0	0
NEW HAMPSHIRE	33	21	10	0	8	0	9	0
NEW JERSEY	31	27	81	124	278	0	9	4
NEW MEXICO	2	4	59	0	0	2	0	0
NEW YORK	227	76	536	308	138	3	100	12
NORTH CAROLINA	101	70	467	69	4	2	0	5
NORTH DAKOTA	8	12	7	0	0	0	6	0
OHIO	165	186	40	27	0	0	0	0
OKLAHOMA	29	32	90	1	1	0	0	0
OREGON	318	139	221	13	13	1	7	4
PENNSYLVANIA	60	75	417	81	46	2	7	1
PUERTO RICO	8	7	91	21	1	1	0	13
RHODE ISLAND	4	6	30	0	15	0	1	1
SOUTH CAROLINA	3	29	164	11	0	4	0	3
SOUTH DAKOTA	8	16	10	4	4	5	5	0
TENNESSEE	24	25	186	5	3	7	0	4
TEXAS	105	374	908	47	8	2	5	8
UTAH	16	18	69	18	0	0	0	1
VERMONT	39	10	14	0	2	0	0	0
VIRGINIA	38	54	303	67	3	0	14	5
WASHINGTON	54	80	184	5	5	0	0	0
WEST VIRGINIA	24	13	34	0	0	0	0	1
WISCONSIN	62	131	212	15	0	1	0	3
WYOMING	4	6	20	1	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,039	2,911	9,140	1,758	1,217	46	378	113
50 STATES, D.C. & P.R.	3,037	2,911	9,134	1,758	1,217	46	378	113

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	15.38	24.10	37.44	7.18	11.79	0.51	3.08	0.51
ALASKA	23.81	26.19	47.62	2.38	0.00	0.00	0.00	0.00
ARIZONA	17.01	9.96	54.36	6.22	12.03	0.00	0.00	0.41
ARKANSAS	9.30	21.71	58.14	0.00	4.65	4.65	0.00	1.55
CALIFORNIA	11.33	13.66	56.04	5.16	12.34	0.00	0.71	0.76
COLORADO	39.36	15.96	40.43	1.06	0.00	0.00	1.06	2.13
CONNECTICUT	20.60	25.91	22.92	12.62	13.29	0.66	3.65	0.33
DELAWARE	0.00	23.33	44.44	30.00	0.00	0.00	2.22	0.00
DISTRICT OF COLUMBIA	.	10.00	.	.	.	0.00	90.00	0.00
FLORIDA	26.54	7.86	55.28	9.71	0.61	0.00	0.00	0.00
GEORGIA	10.64	14.89	72.07	1.86	0.00	0.00	0.53	0.00
HAWAII	17.50	22.50	60.00	0.00	0.00	0.00	0.00	0.00
IDAHO	25.00	18.75	52.50	0.00	2.50	0.00	0.00	1.25
ILLINOIS	11.00	8.02	47.99	9.06	21.35	0.00	2.59	0.00
INDIANA	25.98	7.85	59.52	4.08	0.00	0.15	1.96	0.45
IOWA	22.83	26.48	43.38	6.39	.	0.46	0.00	0.46
KANSAS	28.47	16.79	48.91	2.19	0.73	0.00	2.19	0.73
KENTUCKY	16.97	29.09	50.30	2.42	0.00	0.00	0.00	1.21
LOUISIANA	5.07	9.58	80.28	4.23	0.00	0.28	0.00	0.56
MAINE	22.33	29.13	38.83	0.97	0.00	0.00	6.80	1.94
MARYLAND	14.32	12.39	42.74	13.68	12.82	0.00	4.06	0.00
MASSACHUSETTS	3.56	1.10	33.15	8.22	26.03	0.00	27.40	0.55
MICHIGAN	16.33	16.88	34.22	32.48	.	0.00	.	0.09
MINNESOTA	28.64	28.80	37.92	3.84	0.00	0.00	0.32	0.48
MISSISSIPPI	0.81	6.50	76.42	6.50	0.81	1.63	4.88	2.44
MISSOURI	21.36	18.69	46.36	8.50	3.88	0.00	0.00	1.21
MONTANA	25.00	34.38	37.50	0.00	3.13	0.00	0.00	0.00
NEBRASKA	22.22	22.22	53.09	2.47	0.00	0.00	0.00	0.00
NEVADA	12.50	23.21	57.14	7.14	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	40.74	25.93	12.35	0.00	9.88	0.00	11.11	0.00
NEW JERSEY	5.60	4.87	14.62	22.38	50.18	0.00	1.62	0.72
NEW MEXICO	2.99	5.97	88.06	0.00	0.00	2.99	0.00	0.00
NEW YORK	16.21	5.43	38.29	22.00	9.86	0.21	7.14	0.86
NORTH CAROLINA	14.07	9.75	65.04	9.61	0.56	0.28	0.00	0.70
NORTH DAKOTA	24.24	36.36	21.21	0.00	0.00	0.00	18.18	0.00
OHIO	39.47	44.50	9.57	6.46	0.00	0.00	0.00	0.00
OKLAHOMA	18.95	20.92	58.82	0.65	0.65	0.00	0.00	0.00
OREGON	44.41	19.41	30.87	1.82	1.82	0.14	0.98	0.56
PENNSYLVANIA	8.71	10.89	60.52	11.76	6.68	0.29	1.02	0.15
PUERTO RICO	5.63	4.93	64.08	14.79	0.70	0.70	0.00	9.15
RHODE ISLAND	7.02	10.53	52.63	0.00	26.32	0.00	1.75	1.75
SOUTH CAROLINA	1.40	13.55	76.64	5.14	0.00	1.87	0.00	1.40
SOUTH DAKOTA	15.38	30.77	19.23	7.69	7.69	9.62	9.62	0.00
TENNESSEE	9.45	9.84	73.23	1.97	1.18	2.76	0.00	1.57
TEXAS	7.21	25.67	62.32	3.23	0.55	0.14	0.34	0.55
UTAH	13.11	14.75	56.56	14.75	0.00	0.00	0.00	0.82
VERMONT	60.00	15.38	21.54	0.00	3.08	0.00	0.00	0.00
VIRGINIA	7.85	11.16	62.60	13.84	0.62	0.00	2.89	1.03
WASHINGTON	16.46	24.39	56.10	1.52	1.52	0.00	0.00	0.00
WEST VIRGINIA	33.33	18.06	47.22	0.00	0.00	0.00	0.00	1.39
WISCONSIN	14.62	30.90	50.00	3.54	0.00	0.24	0.00	0.71
WYOMING	12.12	18.18	60.61	3.03	0.00	6.06	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	16.34	15.65	49.13	9.45	6.54	0.25	2.03	0.61
50 STATES, D.C. & P.R.	16.33	15.66	49.12	9.45	6.55	0.25	2.03	0.61

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3	1	2	0	0	1	0	0
ALASKA	1	1	1	0	0	0	0	0
ARIZONA	7	9	8	0	1	11	0	1
ARKANSAS	3	0	2	1	2	3	0	0
CALIFORNIA	7	13	29	2	1	0	0	1
COLORADO	3	1	10	3	0	4	0	1
CONNECTICUT	8	5	5	1	8	1	5	0
DELAWARE	0	6	7	2	0	0	0	0
DISTRICT OF COLUMBIA	0	.	.	.	.	6	.	0
FLORIDA	5	2	6	2	0	7	0	0
GEORGIA	0	0	1	1	0	0	0	1
HAWAII	2	2	27	27	0	0	0	0
IDAHO	1	1	2	.	0	2	0	0
ILLINOIS	3	3	16	0	0	4	0	0
INDIANA	1	0	9	0	0	5	0	0
IOWA	2	5	10	1	.	6	0	0
KANSAS	5	3	4	0	0	0	0	0
KENTUCKY	3	0	3	0	0	0	0	0
LOUISIANA	2	1	3	0	0	0	0	0
MAINE	1	0	1	0	0	0	3	0
MARYLAND	3	0	2	3	1	0	5	0
MASSACHUSETTS	1	0	6	2	11	0	9	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	10	6	3	1	0	0	0	0
MISSISSIPPI	2	1	5	0	0	12	0	0
MISSOURI	3	0	11	3	0	0	1	0
MONTANA	4	0	3	0	1	0	0	0
NEBRASKA	2	0	0	0	0	0	0	0
NEVADA	1	1	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	1	0
NEW JERSEY	1	0	1	0	2	2	0	0
NEW MEXICO	1	0	2	0	0	4	0	1
NEW YORK	0	1	4	2	1	3	2	0
NORTH CAROLINA	2	0	0	1	2	4	0	0
NORTH DAKOTA	0	0	0	0	0	1	0	0
OHIO	3	1	0	2	0	0	0	0
OKLAHOMA	0	3	7	0	0	2	0	3
OREGON	4	1	1	0	1	1	0	0
PENNSYLVANIA	1	2	14	0	1	0	2	2
PUERTO RICO	1	1	2	5	0	0	0	0
RHODE ISLAND	0	0	1	0	1	0	0	0
SOUTH CAROLINA	0	0	6	4	0	1	0	1
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	0	0	1	3	0	0	0	0
TEXAS	3	5	14	2	0	10	0	0
UTAH	1	2	4	15	0	0	0	1
VERMONT	0	1	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	1	0	7	0	0	2	0	1
WEST VIRGINIA	1	0	0	2	0	10	0	0
WISCONSIN	0	0	2	0	0	0	0	0
WYOMING	0	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	3	0	0	0	0	1
U.S. AND OUTLYING AREAS	105	80	247	86	33	102	28	14
50 STATES, D.C. & P.R.	104	79	243	85	33	102	28	13

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	42.86	14.29	28.57	0.00	0.00	14.29	0.00	0.00
ALASKA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	18.92	24.32	21.62	0.00	2.70	29.73	0.00	2.70
ARKANSAS	27.27	0.00	18.18	9.09	18.18	27.27	0.00	0.00
CALIFORNIA	13.21	24.53	54.72	3.77	1.89	0.00	0.00	1.89
COLORADO	13.64	4.55	45.45	13.64	0.00	18.18	0.00	4.55
CONNECTICUT	24.24	15.15	15.15	3.03	24.24	3.03	15.15	0.00
DELAWARE	0.00	40.00	46.67	13.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	.	.	.	.	100.00	.	0.00
FLORIDA	22.73	9.09	27.27	9.09	0.00	31.82	0.00	0.00
GEORGIA	0.00	0.00	33.33	33.33	0.00	0.00	0.00	33.33
HAWAII	3.45	3.45	46.55	46.55	0.00	0.00	0.00	0.00
IDAHO	16.67	16.67	33.33	.	0.00	33.33	0.00	0.00
ILLINOIS	11.54	11.54	61.54	0.00	0.00	15.38	0.00	0.00
INDIANA	6.67	0.00	60.00	0.00	0.00	33.33	0.00	0.00
IOWA	8.33	20.83	41.67	4.17	.	25.00	0.00	0.00
KANSAS	41.67	25.00	33.33	0.00	0.00	0.00	0.00	0.00
KENTUCKY	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	33.33	16.67	50.00	0.00	0.00	0.00	0.00	0.00
MAINE	20.00	0.00	20.00	0.00	0.00	0.00	60.00	0.00
MARYLAND	21.43	0.00	14.29	21.43	7.14	0.00	35.71	0.00
MASSACHUSETTS	3.45	0.00	20.69	6.90	37.93	0.00	31.03	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	50.00	30.00	15.00	5.00	0.00	0.00	0.00	0.00
MISSISSIPPI	10.00	5.00	25.00	0.00	0.00	60.00	0.00	0.00
MISSOURI	16.67	0.00	61.11	16.67	0.00	0.00	5.56	0.00
MONTANA	50.00	0.00	37.50	0.00	12.50	0.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
NEW JERSEY	16.67	0.00	16.67	0.00	33.33	33.33	0.00	0.00
NEW MEXICO	12.50	0.00	25.00	0.00	0.00	50.00	0.00	12.50
NEW YORK	0.00	7.69	30.77	15.38	7.69	23.08	15.38	0.00
NORTH CAROLINA	22.22	0.00	0.00	11.11	22.22	44.44	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
OHIO	50.00	16.67	0.00	33.33	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	20.00	46.67	0.00	0.00	13.33	0.00	20.00
OREGON	50.00	12.50	12.50	0.00	12.50	12.50	0.00	0.00
PENNSYLVANIA	4.55	9.09	63.64	0.00	4.55	0.00	9.09	9.09
PUERTO RICO	11.11	11.11	22.22	55.56	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	50.00	33.33	0.00	8.33	0.00	8.33
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
TEXAS	8.82	14.71	41.18	5.88	0.00	29.41	0.00	0.00
UTAH	4.35	8.70	17.39	65.22	0.00	0.00	0.00	4.35
VERMONT	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	9.09	0.00	63.64	0.00	0.00	18.18	0.00	9.09
WEST VIRGINIA	7.69	0.00	0.00	15.38	0.00	76.92	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	75.00	0.00	0.00	0.00	0.00	25.00
U.S. AND OUTLYING AREAS	15.11	11.51	35.54	12.37	4.75	14.68	4.03	2.01
50 STATES, D.C. & P.R.	15.14	11.50	35.37	12.37	4.80	14.85	4.08	1.89

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55	50	11	1	0	2	1	2
ALASKA	13	15	14	1	0	0	0	2
ARIZONA	27	12	14	0	0	0	0	3
ARKANSAS	20	27	17	1	1	0	9	4
CALIFORNIA	153	184	212	7	18	0	3	20
COLORADO	63	34	17	0	1	0	0	1
CONNECTICUT	21	17	10	3	2	0	1	0
DELAWARE	0	0	1	0	0	0	0	0
DISTRICT OF COLUMBIA	1	1	.	.	.	1	.	2
FLORIDA	61	58	58	1	0	0	0	1
GEORGIA	0	0	69	1	0	0	0	4
HAWAII	10	9	8	1	0	0	0	1
IDAHO	47	17	8	0	0	0	0	2
ILLINOIS	61	93	167	18	10	1	1	1
INDIANA	99	35	80	0	0	2	4	5
IOWA	24	25	27	4	.	0	0	1
KANSAS	35	24	9	3	0	0	0	2
KENTUCKY	30	37	21	1	0	0	1	2
LOUISIANA	35	39	60	1	0	0	0	4
MAINE	14	20	19	0	2	0	0	1
MARYLAND	53	43	51	7	14	1	0	3
MASSACHUSETTS	26	16	43	16	34	0	15	8
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	75	62	29	6	1	0	2	2
MISSISSIPPI	13	23	19	6	0	1	0	4
MISSOURI	60	51	38	6	1	0	0	4
MONTANA	10	18	5	0	0	0	1	0
NEBRASKA	40	29	30	1	1	0	1	1
NEVADA	20	14	10	0	0	0	0	0
NEW HAMPSHIRE	20	11	0	0	3	0	0	0
NEW JERSEY	5	8	6	1	1	0	0	0
NEW MEXICO	16	30	57	1	0	2	0	2
NEW YORK	254	122	180	31	19	1	8	10
NORTH CAROLINA	98	63	49	3	0	0	0	4
NORTH DAKOTA	12	6	0	0	0	0	0	0
OHIO	153	44	7	6	0	0	0	6
OKLAHOMA	46	48	25	1	0	0	0	4
OREGON	76	44	25	1	2	2	0	5
PENNSYLVANIA	96	134	207	14	196	3	10	2
PUERTO RICO	3	2	1	1	0	0	0	4
RHODE ISLAND	8	6	6	0	3	0	2	1
SOUTH CAROLINA	2	18	22	0	0	0	0	0
SOUTH DAKOTA	8	9	4	1	0	1	2	0
TENNESSEE	30	43	46	0	0	0	0	11
TEXAS	73	192	122	7	0	1	0	24
UTAH	55	57	59	2	0	0	0	1
VERMONT	9	4	4	1	0	0	0	3
VIRGINIA	35	64	38	1	4	2	1	6
WASHINGTON	43	56	45	1	0	0	0	2
WEST VIRGINIA	42	15	9	0	0	0	0	5
WISCONSIN	58	62	50	0	1	1	0	2
WYOMING	11	14	18	2	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	2	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1	2	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,221	2,010	2,029	159	314	21	63	172
50 STATES, D.C. & P.R.	2,219	2,005	2,027	159	314	21	62	172

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.08	40.98	9.02	0.82	0.00	1.64	0.82	1.64
ALASKA	28.89	33.33	31.11	2.22	0.00	0.00	0.00	4.44
ARIZONA	48.21	21.43	25.00	0.00	0.00	0.00	0.00	5.36
ARKANSAS	25.32	34.18	21.52	1.27	1.27	0.00	11.39	5.06
CALIFORNIA	25.63	30.82	35.51	1.17	3.02	0.00	0.50	3.35
COLORADO	54.31	29.31	14.66	0.00	0.86	0.00	0.00	0.86
CONNECTICUT	38.89	31.48	18.52	5.56	3.70	0.00	1.85	0.00
DELAWARE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	20.00	20.00	.	.	.	20.00	.	40.00
FLORIDA	34.08	32.40	32.40	0.56	0.00	0.00	0.00	0.56
GEORGIA	0.00	0.00	93.24	1.35	0.00	0.00	0.00	5.41
HAWAII	34.48	31.03	27.59	3.45	0.00	0.00	0.00	3.45
IDAHO	63.51	22.97	10.81	0.00	0.00	0.00	0.00	2.70
ILLINOIS	17.33	26.42	47.44	5.11	2.84	0.28	0.28	0.28
INDIANA	44.00	15.56	35.56	0.00	0.00	0.89	1.78	2.22
IOWA	29.63	30.86	33.33	4.94	.	0.00	0.00	1.23
KANSAS	47.95	32.88	12.33	4.11	0.00	0.00	0.00	2.74
KENTUCKY	32.61	40.22	22.83	1.09	0.00	0.00	1.09	2.17
LOUISIANA	25.18	28.06	43.17	0.72	0.00	0.00	0.00	2.88
MAINE	25.00	35.71	33.93	0.00	3.57	0.00	0.00	1.79
MARYLAND	30.81	25.00	29.65	4.07	8.14	0.58	0.00	1.74
MASSACHUSETTS	16.46	10.13	27.22	10.13	21.52	0.00	9.49	5.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	42.37	35.03	16.38	3.39	0.56	0.00	1.13	1.13
MISSISSIPPI	19.70	34.85	28.79	9.09	0.00	1.52	0.00	6.06
MISSOURI	37.50	31.88	23.75	3.75	0.63	0.00	0.00	2.50
MONTANA	29.41	52.94	14.71	0.00	0.00	0.00	2.94	0.00
NEBRASKA	38.83	28.16	29.13	0.97	0.97	0.00	0.97	0.97
NEVADA	45.45	31.82	22.73	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	58.82	32.35	0.00	0.00	8.82	0.00	0.00	0.00
NEW JERSEY	23.81	38.10	28.57	4.76	4.76	0.00	0.00	0.00
NEW MEXICO	14.81	27.78	52.78	0.93	0.00	1.85	0.00	1.85
NEW YORK	40.64	19.52	28.80	4.96	3.04	0.16	1.28	1.60
NORTH CAROLINA	45.16	29.03	22.58	1.38	0.00	0.00	0.00	1.84
NORTH DAKOTA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	70.83	20.37	3.24	2.78	0.00	0.00	0.00	2.78
OKLAHOMA	37.10	38.71	20.16	0.81	0.00	0.00	0.00	3.23
OREGON	49.03	28.39	16.13	0.65	1.29	1.29	0.00	3.23
PENNSYLVANIA	14.50	20.24	31.27	2.11	29.61	0.45	1.51	0.30
PUERTO RICO	27.27	18.18	9.09	9.09	0.00	0.00	0.00	36.36
RHODE ISLAND	30.77	23.08	23.08	0.00	11.54	0.00	7.69	3.85
SOUTH CAROLINA	4.76	42.86	52.38	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	32.00	36.00	16.00	4.00	0.00	4.00	8.00	0.00
TENNESSEE	23.08	33.08	35.38	0.00	0.00	0.00	0.00	8.46
TEXAS	17.42	45.82	29.12	1.67	0.00	0.24	0.00	5.73
UTAH	31.61	32.76	33.91	1.15	0.00	0.00	0.00	0.57
VERMONT	42.86	19.05	19.05	4.76	0.00	0.00	0.00	14.29
VIRGINIA	23.18	42.38	25.17	0.66	2.65	1.32	0.66	3.97
WASHINGTON	29.25	38.10	30.61	0.68	0.00	0.00	0.00	1.36
WEST VIRGINIA	59.15	21.13	12.68	0.00	0.00	0.00	0.00	7.04
WISCONSIN	33.33	35.63	28.74	0.00	0.57	0.57	0.00	1.15
WYOMING	24.44	31.11	40.00	4.44	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	66.67	0.00	0.00	0.00	0.00	33.33	0.00
BUR. OF INDIAN AFFAIRS	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	31.78	28.76	29.03	2.28	4.49	0.30	0.90	2.46
50 STATES, D.C. & P.R.	31.80	28.73	29.04	2.28	4.50	0.30	0.89	2.46

Please see data notes for an explanation of individual state differences.

FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2,126	2,082	738	135	21	91	14	44
ALASKA	267	156	210	23	2	0	0	0
ARIZONA	1,964	1,052	1,535	98	85	101	4	44
ARKANSAS	727	1,294	427	7	40	72	11	35
CALIFORNIA	7,236	6,249	9,248	940	1,011	160	128	465
COLORADO	1,445	550	832	199	5	121	51	29
CONNECTICUT	1,473	675	823	194	232	29	78	9
DELAWARE	60	319	77	60	0	1	17	6
DISTRICT OF COLUMBIA	110	155	.	.	6	100	142	0
FLORIDA	6,658	3,823	3,231	579	157	129	8	94
GEORGIA	991	1,603	2,170	122	3	192	1	13
HAWAII	123	147	384	12	2	0	10	26
IDAHO	429	252	229	7	10	10	0	2
ILLINOIS	1,933	3,209	3,769	1,401	653	170	103	61
INDIANA	2,629	1,208	2,177	94	0	230	56	50
IOWA	1,201	1,177	899	225	.	127	4	17
KANSAS	941	734	653	161	21	64	29	20
KENTUCKY	915	1,280	925	57	6	50	7	32
LOUISIANA	1,189	1,597	1,806	98	29	286	0	75
MAINE	736	520	390	12	27	3	28	8
MARYLAND	1,049	858	1,148	502	351	29	112	29
MASSACHUSETTS	3,822	1,125	1,806	443	772	89	372	104
MICHIGAN	3,127	2,592	2,429	2,081	.	135	5	31
MINNESOTA	1,377	867	865	1,188	9	62	14	16
MISSISSIPPI	653	958	972	28	11	100	26	36
MISSOURI	2,734	1,825	932	607	40	20	0	69
MONTANA	363	256	186	2	0	14	0	3
NEBRASKA	643	532	671	36	7	13	13	12
NEVADA	382	288	317	126	0	0	12	9
NEW HAMPSHIRE	1,003	223	76	2	93	4	53	7
NEW JERSEY	3,351	2,381	1,565	1,034	1,386	44	48	168
NEW MEXICO	494	584	1,056	130	0	40	0	39
NEW YORK	9,290	2,710	7,527	2,339	808	150	446	438
NORTH CAROLINA	1,547	1,636	1,621	264	43	87	11	94
NORTH DAKOTA	386	196	85	4	1	9	7	3
OHIO	6,701	3,558	1,257	1,291	0	403	0	323
OKLAHOMA	1,762	1,670	616	58	1	48	5	47
OREGON	1,402	597	541	168	52	67	7	28
PENNSYLVANIA	3,702	3,936	3,271	610	291	117	80	54
PUERTO RICO	876	545	987	528	102	18	18	184
RHODE ISLAND	455	232	406	31	74	100	49	41
SOUTH CAROLINA	307	1,488	1,457	152	7	63	2	35
SOUTH DAKOTA	330	175	97	30	38	25	43	8
TENNESSEE	1,697	1,918	1,808	163	102	24	2	215
TEXAS	2,776	6,773	9,836	704	15	127	5	361
UTAH	557	418	855	576	5	5	0	9
VERMONT	388	93	105	41	17	0	22	14
VIRGINIA	1,865	2,460	1,965	164	77	308	63	70
WASHINGTON	1,640	1,645	1,481	98	43	51	1	17
WEST VIRGINIA	773	1,078	450	8	0	15	2	40
WISCONSIN	1,641	2,137	1,723	176	7	72	3	40
WYOMING	222	174	140	31	0	27	6	2
AMERICAN SAMOA	0	9	10	0	0	0	0	0
GUAM	31	31	52	4	0	0	1	0
NORTHERN MARIANAS	15	13	5	1	0	1	0	1
PALAU	3	2	2	0	0	0	0	0
VIRGIN ISLANDS	15	90	18	0	0	0	5	5
BUR. OF INDIAN AFFAIRS	160	122	47	9	9	2	43	0
U.S. AND OUTLYING AREAS	90,692	74,277	78,908	18,053	6,671	4,205	2,167	3,582
50 STATES, D.C. & P.R.	90,468	74,010	78,774	18,039	6,662	4,202	2,118	3,576

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.49	39.65	14.05	2.57	0.40	1.73	0.27	0.84
ALASKA	40.58	23.71	31.91	3.50	0.30	0.00	0.00	0.00
ARIZONA	40.22	21.54	31.44	2.01	1.74	2.07	0.08	0.90
ARKANSAS	27.82	49.52	16.34	0.27	1.53	2.76	0.42	1.34
CALIFORNIA	28.45	24.57	36.36	3.70	3.97	0.63	0.50	1.83
COLORADO	44.71	17.02	25.74	6.16	0.15	3.74	1.58	0.90
CONNECTICUT	41.93	19.21	23.43	5.52	6.60	0.83	2.22	0.26
DELAWARE	11.11	59.07	14.26	11.11	0.00	0.19	3.15	1.11
DISTRICT OF COLUMBIA	21.44	30.21	.	.	1.17	19.49	27.68	0.00
FLORIDA	45.36	26.04	22.01	3.94	1.07	0.88	0.05	0.64
GEORGIA	19.45	31.46	42.59	2.39	0.06	3.77	0.02	0.26
HAWAII	17.47	20.88	54.55	1.70	0.28	0.00	1.42	3.69
IDAHO	45.69	26.84	24.39	0.75	1.06	1.06	0.00	0.21
ILLINOIS	17.11	28.40	33.36	12.40	5.78	1.50	0.91	0.54
INDIANA	40.80	18.75	33.78	1.46	0.00	3.57	0.87	0.78
IOWA	32.90	32.25	24.63	6.16	.	3.48	0.11	0.47
KANSAS	35.87	27.98	24.90	6.14	0.80	2.44	1.11	0.76
KENTUCKY	27.96	39.12	28.27	1.74	0.18	1.53	0.21	0.98
LOUISIANA	23.41	31.44	35.55	1.93	0.57	5.63	0.00	1.48
MAINE	42.69	30.16	22.62	0.70	1.57	0.17	1.62	0.46
MARYLAND	25.72	21.04	28.15	12.31	8.61	0.71	2.75	0.71
MASSACHUSETTS	44.79	13.18	21.16	5.19	9.05	1.04	4.36	1.22
MICHIGAN	30.07	24.92	23.36	20.01	.	1.30	0.05	0.30
MINNESOTA	31.31	19.71	19.67	27.01	0.20	1.41	0.32	0.36
MISSISSIPPI	23.46	34.41	34.91	1.01	0.40	3.59	0.93	1.29
MISSOURI	43.91	29.31	14.97	9.75	0.64	0.32	0.00	1.11
MONTANA	44.05	31.07	22.57	0.24	0.00	1.70	0.00	0.36
NEBRASKA	33.37	27.61	34.82	1.87	0.36	0.67	0.67	0.62
NEVADA	33.69	25.40	27.95	11.11	0.00	0.00	1.06	0.79
NEW HAMPSHIRE	68.65	15.26	5.20	0.14	6.37	0.27	3.63	0.48
NEW JERSEY	33.59	23.86	15.69	10.36	13.89	0.44	0.48	1.68
NEW MEXICO	21.08	24.93	45.07	5.55	0.00	1.71	0.00	1.66
NEW YORK	39.19	11.43	31.75	9.87	3.41	0.63	1.88	1.85
NORTH CAROLINA	29.17	30.85	30.57	4.98	0.81	1.64	0.21	1.77
NORTH DAKOTA	55.86	28.36	12.30	0.58	0.14	1.30	1.01	0.43
OHIO	49.52	26.29	9.29	9.54	0.00	2.98	0.00	2.39
OKLAHOMA	41.88	39.70	14.64	1.38	0.02	1.14	0.12	1.12
OREGON	48.99	20.86	18.90	5.87	1.82	2.34	0.24	0.98
PENNSYLVANIA	30.69	32.63	27.12	5.06	2.41	0.97	0.66	0.45
PUERTO RICO	26.89	16.73	30.29	16.21	3.13	0.55	0.55	5.65
RHODE ISLAND	32.78	16.71	29.25	2.23	5.33	7.20	3.53	2.95
SOUTH CAROLINA	8.74	42.38	41.50	4.33	0.20	1.79	0.06	1.00
SOUTH DAKOTA	44.24	23.46	13.00	4.02	5.09	3.35	5.76	1.07
TENNESSEE	28.62	32.35	30.49	2.75	1.72	0.40	0.03	3.63
TEXAS	13.48	32.88	47.75	3.42	0.07	0.62	0.02	1.75
UTAH	22.97	17.24	35.26	23.75	0.21	0.21	0.00	0.37
VERMONT	57.06	13.68	15.44	6.03	2.50	0.00	3.24	2.06
VIRGINIA	26.75	35.28	28.18	2.35	1.10	4.42	0.90	1.00
WASHINGTON	32.96	33.06	29.76	1.97	0.86	1.02	0.02	0.34
WEST VIRGINIA	32.67	45.56	19.02	0.34	0.00	0.63	0.08	1.69
WISCONSIN	28.30	36.85	29.71	3.04	0.12	1.24	0.05	0.69
WYOMING	36.88	28.90	23.26	5.15	0.00	4.49	1.00	0.33
AMERICAN SAMOA	0.00	47.37	52.63	0.00	0.00	0.00	0.00	0.00
GUAM	26.05	26.05	43.70	3.36	0.00	0.00	0.84	0.00
NORTHERN MARIANAS	41.67	36.11	13.89	2.78	0.00	2.78	0.00	2.78
PALAU	42.86	28.57	28.57	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	11.28	67.67	13.53	0.00	0.00	0.00	3.76	3.76
BUR. OF INDIAN AFFAIRS	40.82	31.12	11.99	2.30	2.30	0.51	10.97	0.00
U.S. AND OUTLYING AREAS	32.56	26.67	28.33	6.48	2.39	1.51	0.78	1.29
50 STATES, D.C. & P.R.	32.56	26.64	28.35	6.49	2.40	1.51	0.76	1.29

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,310	884	118	2	0	9	0	8
ALASKA	213	113	55	3	0	0	0	0
ARIZONA	926	825	460	15	6	1	1	11
ARKANSAS	568	770	75	0	1	0	0	7
CALIFORNIA	5,538	4,744	3,103	33	152	0	10	163
COLORADO	916	328	191	25	0	43	13	5
CONNECTICUT	972	352	169	7	36	3	15	1
DELAWARE	48	177	7	9	0	0	2	1
DISTRICT OF COLUMBIA	79	89	.	.	0	3	25	.
FLORIDA	3,563	2,547	1,060	20	38	19	2	7
GEORGIA	604	672	186	3	0	72	0	1
HAWAII	74	64	117	2	0	0	1	4
IDAHO	331	146	20	0	3	0	0	0
ILLINOIS	1,378	2,645	1,259	72	28	56	1	12
INDIANA	2,121	867	497	2	0	72	0	10
IOWA	782	655	220	66	.	50	3	7
KANSAS	622	400	149	23	2	20	3	2
KENTUCKY	530	576	90	10	0	4	2	2
LOUISIANA	897	1,132	474	0	5	77	0	16
MAINE	484	291	38	3	2	0	2	1
MARYLAND	771	580	343	10	27	0	3	12
MASSACHUSETTS	2,630	807	678	74	104	24	38	6
MICHIGAN	2,267	1,707	677	147	.	26	2	7
MINNESOTA	798	365	74	207	1	14	3	4
MISSISSIPPI	566	711	382	1	10	0	2	9
MISSOURI	2,287	1,280	322	11	6	0	0	29
MONTANA	278	189	45	0	0	0	0	0
NEBRASKA	454	238	81	6	0	2	3	0
NEVADA	324	229	108	1	0	0	10	4
NEW HAMPSHIRE	573	83	20	1	23	2	8	0
NEW JERSEY	2,438	1,871	652	147	222	1	7	52
NEW MEXICO	385	470	493	32	0	0	0	6
NEW YORK	7,166	1,702	4,308	289	100	6	4	62
NORTH CAROLINA	1,053	805	114	0	0	0	0	20
NORTH DAKOTA	298	54	0	0	0	0	0	0
OHIO	4,547	579	108	20	0	137	0	33
OKLAHOMA	1,526	1,161	110	35	0	6	2	13
OREGON	939	296	33	35	21	14	0	1
PENNSYLVANIA	2,945	2,751	1,082	35	22	36	1	18
PUERTO RICO	577	267	159	90	12	3	0	1
RHODE ISLAND	367	181	189	10	9	0	3	6
SOUTH CAROLINA	237	908	239	2	0	1	0	3
SOUTH DAKOTA	280	93	7	4	0	1	0	0
TENNESSEE	1,260	1,231	393	9	12	0	0	72
TEXAS	2,230	5,289	4,657	37	0	0	0	45
UTAH	421	357	269	83	0	5	0	3
VERMONT	148	42	14	2	6	0	5	0
VIRGINIA	1,414	1,593	356	7	11	79	3	16
WASHINGTON	980	929	266	32	5	11	0	2
WEST VIRGINIA	603	628	38	0	0	0	0	9
WISCONSIN	1,076	1,311	234	25	1	9	1	14
WYOMING	174	104	25	8	0	1	1	0
AMERICAN SAMOA	0	6	0	0	0	0	0	0
GUAM	25	29	39	0	0	0	0	0
NORTHERN MARIANAS	13	5	1	0	0	0	0	0
PALAU	3	1	1	0	0	0	0	0
VIRGIN ISLANDS	12	18	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	125	103	11	0	0	0	18	0
U.S. AND OUTLYING AREAS	64,146	47,250	24,816	1,655	865	807	194	705
50 STATES, D.C. & P.R.	63,968	47,088	24,764	1,655	865	807	176	705

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	56.20	37.92	5.06	0.09	0.00	0.39	0.00	0.34
ALASKA	55.47	29.43	14.32	0.78	0.00	0.00	0.00	0.00
ARIZONA	41.25	36.75	20.49	0.67	0.27	0.04	0.04	0.49
ARKANSAS	39.97	54.19	5.28	0.00	0.07	0.00	0.00	0.49
CALIFORNIA	40.30	34.52	22.58	0.24	1.11	0.00	0.07	1.19
COLORADO	60.22	21.56	12.56	1.64	0.00	2.83	0.85	0.33
CONNECTICUT	62.51	22.64	10.87	0.45	2.32	0.19	0.96	0.06
DELAWARE	19.67	72.54	2.87	3.69	0.00	0.00	0.82	0.41
DISTRICT OF COLUMBIA	40.31	45.41	.	.	0.00	1.53	12.76	.
FLORIDA	49.10	35.10	14.61	0.28	0.52	0.26	0.03	0.10
GEORGIA	39.27	43.69	12.09	0.20	0.00	4.68	0.00	0.07
HAWAII	28.24	24.43	44.66	0.76	0.00	0.00	0.38	1.53
IDAHO	66.20	29.20	4.00	0.00	0.60	0.00	0.00	0.00
ILLINOIS	25.28	48.52	23.10	1.32	0.51	1.03	0.02	0.22
INDIANA	59.43	24.29	13.93	0.06	0.00	2.02	0.00	0.28
IOWA	43.86	36.74	12.34	3.70	.	2.80	0.17	0.39
KANSAS	50.94	32.76	12.20	1.88	0.16	1.64	0.25	0.16
KENTUCKY	43.66	47.45	7.41	0.82	0.00	0.33	0.16	0.16
LOUISIANA	34.49	43.52	18.22	0.00	0.19	2.96	0.00	0.62
MAINE	58.95	35.44	4.63	0.37	0.24	0.00	0.24	0.12
MARYLAND	44.16	33.22	19.64	0.57	1.55	0.00	0.17	0.69
MASSACHUSETTS	60.31	18.50	15.55	1.70	2.38	0.55	0.87	0.14
MICHIGAN	46.91	35.32	14.01	3.04	.	0.54	0.04	0.14
MINNESOTA	54.43	24.90	5.05	14.12	0.07	0.95	0.20	0.27
MISSISSIPPI	33.67	42.30	22.72	0.06	0.59	0.00	0.12	0.54
MISSOURI	58.12	32.53	8.18	0.28	0.15	0.00	0.00	0.74
MONTANA	54.30	36.91	8.79	0.00	0.00	0.00	0.00	0.00
NEBRASKA	57.91	30.36	10.33	0.77	0.00	0.26	0.38	0.00
NEVADA	47.93	33.88	15.98	0.15	0.00	0.00	1.48	0.59
NEW HAMPSHIRE	80.70	11.69	2.82	0.14	3.24	0.28	1.13	0.00
NEW JERSEY	45.23	34.71	12.10	2.73	4.12	0.02	0.13	0.96
NEW MEXICO	27.78	33.91	35.57	2.31	0.00	0.00	0.00	0.43
NEW YORK	52.55	12.48	31.59	2.12	0.73	0.04	0.03	0.45
NORTH CAROLINA	52.86	40.41	5.72	0.00	0.00	0.00	0.00	1.00
NORTH DAKOTA	84.66	15.34	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	83.83	10.67	1.99	0.37	0.00	2.53	0.00	0.61
OKLAHOMA	53.49	40.69	3.86	1.23	0.00	0.21	0.07	0.46
OREGON	70.13	22.11	2.46	2.61	1.57	1.05	0.00	0.07
PENNSYLVANIA	42.74	39.93	15.70	0.51	0.32	0.52	0.01	0.26
PUERTO RICO	52.03	24.08	14.34	8.12	1.08	0.27	0.00	0.09
RHODE ISLAND	47.97	23.66	24.71	1.31	1.18	0.00	0.39	0.78
SOUTH CAROLINA	17.05	65.32	17.19	0.14	0.00	0.07	0.00	0.22
SOUTH DAKOTA	72.73	24.16	1.82	1.04	0.00	0.26	0.00	0.00
TENNESSEE	42.32	41.35	13.20	0.30	0.40	0.00	0.00	2.42
TEXAS	18.19	43.15	37.99	0.30	0.00	0.00	0.00	0.37
UTAH	36.99	31.37	23.64	7.29	0.00	0.44	0.00	0.26
VERMONT	68.20	19.35	6.45	0.92	2.76	0.00	2.30	0.00
VIRGINIA	40.64	45.79	10.23	0.20	0.32	2.27	0.09	0.46
WASHINGTON	44.04	41.75	11.96	1.44	0.22	0.49	0.00	0.09
WEST VIRGINIA	47.18	49.14	2.97	0.00	0.00	0.00	0.00	0.70
WISCONSIN	40.28	49.08	8.76	0.94	0.04	0.34	0.04	0.52
WYOMING	55.59	33.23	7.99	2.56	0.00	0.32	0.32	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.88	31.18	41.94	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	68.42	26.32	5.26	0.00	0.00	0.00	0.00	0.00
PALAU	60.00	20.00	20.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	48.64	40.08	4.28	0.00	0.00	0.00	7.00	0.00
U.S. AND OUTLYING AREAS	45.68	33.64	17.67	1.18	0.62	0.57	0.14	0.50
50 STATES, D.C. & P.R.	45.68	33.63	17.69	1.18	0.62	0.58	0.13	0.50

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	27	6	1	0	0	0	0	0
ALASKA	10	5	3	0	0	0	0	0
ARIZONA	20	1	6	0	0	0	0	0
ARKANSAS	17	12	5	0	1	0	0	0
CALIFORNIA	434	212	150	2	7	0	2	6
COLORADO	84	19	16	8	0	2	0	1
CONNECTICUT	64	32	14	3	5	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	1	.	.	.	0	.	0
FLORIDA	258	55	32	1	0	0	0	1
GEORGIA	24	4	1	0	0	0	0	0
HAWAII	1	0	1	0	0	0	0	0
IDAHO	14	5	1	0	0	0	0	0
ILLINOIS	146	17	25	0	0	3	0	0
INDIANA	38	3	0	0	0	1	0	0
IOWA	13	13	1	2	.	0	0	0
KANSAS	19	1	3	0	0	0	0	0
KENTUCKY	28	0	2	0	0	0	0	0
LOUISIANA	36	11	19	0	2	1	0	2
MAINE	69	47	107	0	0	0	1	0
MARYLAND	60	40	35	2	5	0	0	0
MASSACHUSETTS	876	75	141	8	20	0	15	5
MICHIGAN	87	34	6	5	.	0	0	0
MINNESOTA	59	19	2	10	0	0	0	0
MISSISSIPPI	19	11	3	1	0	0	0	0
MISSOURI	72	21	7	1	0	0	0	0
MONTANA	8	1	2	0	0	0	0	0
NEBRASKA	48	12	5	0	0	1	0	0
NEVADA	4	0	6	0	0	0	0	0
NEW HAMPSHIRE	109	28	5	0	7	0	3	1
NEW JERSEY	85	58	21	8	29	0	0	3
NEW MEXICO	23	39	50	4	0	0	0	1
NEW YORK	154	58	138	13	8	0	1	1
NORTH CAROLINA	19	9	3	0	0	0	0	6
NORTH DAKOTA	32	6	0	0	0	0	0	0
OHIO	70	0	0	0	0	0	0	0
OKLAHOMA	17	3	0	1	0	0	0	1
OREGON	91	26	13	3	0	0	0	1
PENNSYLVANIA	63	5	8	1	1	0	0	1
PUERTO RICO	15	5	3	2	0	0	0	0
RHODE ISLAND	14	13	3	0	0	0	1	0
SOUTH CAROLINA	17	0	0	0	6	0	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	88	77	33	0	0	0	0	4
TEXAS	66	23	29	0	0	0	0	0
UTAH	22	7	8	2	0	0	0	0
VERMONT	32	8	2	1	1	0	1	0
VIRGINIA	50	3	2	1	1	1	0	0
WASHINGTON	19	4	3	0	0	0	0	0
WEST VIRGINIA	9	0	0	0	0	0	0	1
WISCONSIN	64	7	2	1	0	0	0	1
WYOMING	7	7	2	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	1	2	4	0	0	0	0
U.S. AND OUTLYING AREAS	3,616	1,044	921	85	93	9	25	36
50 STATES, D.C. & P.R.	3,605	1,043	919	81	93	9	24	36

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	79.41	17.65	2.94	0.00	0.00	0.00	0.00	0.00
ALASKA	55.56	27.78	16.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	74.07	3.70	22.22	0.00	0.00	0.00	0.00	0.00
ARKANSAS	48.57	34.29	14.29	0.00	2.86	0.00	0.00	0.00
CALIFORNIA	53.38	26.08	18.45	0.25	0.86	0.00	0.25	0.74
COLORADO	64.62	14.62	12.31	6.15	0.00	1.54	0.00	0.77
CONNECTICUT	54.24	27.12	11.86	2.54	4.24	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	75.00	25.00	.	.	.	0.00	.	0.00
FLORIDA	74.35	15.85	9.22	0.29	0.00	0.00	0.00	0.29
GEORGIA	82.76	13.79	3.45	0.00	0.00	0.00	0.00	0.00
HAWAII	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
IDAHO	70.00	25.00	5.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	76.44	8.90	13.09	0.00	0.00	1.57	0.00	0.00
INDIANA	90.48	7.14	0.00	0.00	0.00	2.38	0.00	0.00
IOWA	44.83	44.83	3.45	6.90	.	0.00	0.00	0.00
KANSAS	82.61	4.35	13.04	0.00	0.00	0.00	0.00	0.00
KENTUCKY	93.33	0.00	6.67	0.00	0.00	0.00	0.00	0.00
LOUISIANA	50.70	15.49	26.76	0.00	2.82	1.41	0.00	2.82
MAINE	30.80	20.98	47.77	0.00	0.00	0.00	0.45	0.00
MARYLAND	42.25	28.17	24.65	1.41	3.52	0.00	0.00	0.00
MASSACHUSETTS	76.84	6.58	12.37	0.70	1.75	0.00	1.32	0.44
MICHIGAN	65.91	25.76	4.55	3.79	.	0.00	0.00	0.00
MINNESOTA	65.56	21.11	2.22	11.11	0.00	0.00	0.00	0.00
MISSISSIPPI	55.88	32.35	8.82	2.94	0.00	0.00	0.00	0.00
MISSOURI	71.29	20.79	6.93	0.99	0.00	0.00	0.00	0.00
MONTANA	72.73	9.09	18.18	0.00	0.00	0.00	0.00	0.00
NEBRASKA	72.73	18.18	7.58	0.00	0.00	1.52	0.00	0.00
NEVADA	40.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	71.24	18.30	3.27	0.00	4.58	0.00	1.96	0.65
NEW JERSEY	41.67	28.43	10.29	3.92	14.22	0.00	0.00	1.47
NEW MEXICO	19.66	33.33	42.74	3.42	0.00	0.00	0.00	0.85
NEW YORK	41.29	15.55	37.00	3.49	2.14	0.00	0.27	0.27
NORTH CAROLINA	51.35	24.32	8.11	0.00	0.00	0.00	0.00	16.22
NORTH DAKOTA	84.21	15.79	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	77.27	13.64	0.00	4.55	0.00	0.00	0.00	4.55
OREGON	67.91	19.40	9.70	2.24	0.00	0.00	0.00	0.75
PENNSYLVANIA	79.75	6.33	10.13	1.27	1.27	0.00	0.00	1.27
PUERTO RICO	60.00	20.00	12.00	8.00	0.00	0.00	0.00	0.00
RHODE ISLAND	45.16	41.94	9.68	0.00	0.00	0.00	3.23	0.00
SOUTH CAROLINA	73.91	0.00	0.00	0.00	26.09	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	43.56	38.12	16.34	0.00	0.00	0.00	0.00	1.98
TEXAS	55.93	19.49	24.58	0.00	0.00	0.00	0.00	0.00
UTAH	56.41	17.95	20.51	5.13	0.00	0.00	0.00	0.00
VERMONT	71.11	17.78	4.44	2.22	2.22	0.00	2.22	0.00
VIRGINIA	86.21	5.17	3.45	1.72	1.72	1.72	0.00	0.00
WASHINGTON	73.08	15.38	11.54	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	90.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00
WISCONSIN	85.33	9.33	2.67	1.33	0.00	0.00	0.00	1.33
WYOMING	41.18	41.18	11.76	5.88	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	61.11	5.56	11.11	22.22	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	62.03	17.91	15.80	1.46	1.60	0.15	0.43	0.62
50 STATES, D.C. & P.R.	62.05	17.95	15.82	1.39	1.60	0.15	0.41	0.62

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	513	986	462	95	7	6	3	10
ALASKA	10	16	67	3	0	0	0	0
ARIZONA	374	96	656	44	24	1	2	4
ARKANSAS	74	408	283	0	30	43	4	10
CALIFORNIA	278	628	3,429	510	178	0	18	115
COLORADO	106	62	258	24	0	1	0	4
CONNECTICUT	47	125	299	72	58	4	9	0
DELAWARE	2	98	55	26	0	0	8	4
DISTRICT OF COLUMBIA	11	39	.	.	.	61	36	.
FLORIDA	1,161	709	1,612	459	40	5	3	1
GEORGIA	103	568	1,620	34	2	54	0	6
HAWAII	10	35	147	4	0	4	0	19
IDAHO	30	71	131	5	5	0	0	1
ILLINOIS	102	134	1,720	840	273	19	25	13
INDIANA	122	222	1,247	43	0	30	15	12
IOWA	222	325	445	96	.	24	0	4
KANSAS	106	150	318	51	9	8	19	4
KENTUCKY	223	546	619	18	1	4	0	10
LOUISIANA	64	190	878	75	17	72	0	20
MAINE	4	39	93	2	2	0	0	1
MARYLAND	39	79	391	222	66	1	12	1
MASSACHUSETTS	122	150	513	35	74	0	48	4
MICHIGAN	123	415	1,178	1,207	.	20	1	2
MINNESOTA	84	249	613	520	6	7	0	2
MISSISSIPPI	33	206	440	17	0	34	17	3
MISSOURI	71	272	385	488	14	0	0	21
MONTANA	10	20	70	1	0	0	0	0
NEBRASKA	56	194	393	16	4	3	6	0
NEVADA	6	24	128	67	0	0	0	0
NEW HAMPSHIRE	76	58	36	0	13	0	7	0
NEW JERSEY	19	87	358	193	198	0	4	6
NEW MEXICO	8	17	241	52	0	1	0	4
NEW YORK	534	280	1,073	708	117	23	43	15
NORTH CAROLINA	171	589	1,085	178	23	17	1	18
NORTH DAKOTA	26	99	72	1	0	1	3	2
OHIO	1,379	2,017	386	46	0	127	0	29
OKLAHOMA	77	353	310	4	1	5	1	3
OREGON	103	140	336	78	6	1	7	7
PENNSYLVANIA	304	754	1,400	315	28	11	8	10
PUERTO RICO	198	239	704	373	62	14	18	54
RHODE ISLAND	3	6	129	3	22	0	4	1
SOUTH CAROLINA	9	382	999	118	0	24	2	11
SOUTH DAKOTA	15	58	64	13	20	7	15	2
TENNESSEE	123	415	955	57	38	0	1	20
TEXAS	23	368	2,778	311	4	43	1	17
UTAH	33	14	327	214	1	0	0	0
VERMONT	76	22	59	8	3	0	3	4
VIRGINIA	42	479	1,119	49	11	45	14	12
WASHINGTON	95	219	528	18	17	1	0	2
WEST VIRGINIA	88	363	353	4	0	0	2	19
WISCONSIN	96	342	1,083	89	1	19	1	14
WYOMING	8	23	56	10	0	12	3	2
AMERICAN SAMOA	0	0	5	0	0	0	0	0
GUAM	0	0	8	1	0	0	0	0
NORTHERN MARIANAS	0	2	0	1	0	1	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	3	71	13	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	8	19	3	2	2	3	0
U.S. AND OUTLYING AREAS	7,624	14,461	32,946	7,821	1,377	755	367	523
50 STATES, D.C. & P.R.	7,612	14,380	32,901	7,816	1,375	752	364	523

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MENTAL RETARDATION

	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	24.64	47.36	22.19	4.56	0.34	0.29	0.14	0.48
ALASKA	10.42	16.67	69.79	3.13	0.00	0.00	0.00	0.00
ARIZONA	31.14	7.99	54.62	3.66	2.00	0.08	0.17	0.33
ARKANSAS	8.69	47.89	33.22	0.00	3.52	5.05	0.47	1.17
CALIFORNIA	5.39	12.18	66.51	9.89	3.45	0.00	0.35	2.23
COLORADO	23.30	13.63	56.70	5.27	0.00	0.22	0.00	0.88
CONNECTICUT	7.65	20.36	48.70	11.73	9.45	0.65	1.47	0.00
DELAWARE	1.04	50.78	28.50	13.47	0.00	0.00	4.15	2.07
DISTRICT OF COLUMBIA	7.48	26.53	.	.	.	41.50	24.49	.
FLORIDA	29.10	17.77	40.40	11.50	1.00	0.13	0.08	0.03
GEORGIA	4.32	23.80	67.87	1.42	0.08	2.26	0.00	0.25
HAWAII	4.57	15.98	67.12	1.83	0.00	1.83	0.00	8.68
IDAHO	12.35	29.22	53.91	2.06	2.06	0.00	0.00	0.41
ILLINOIS	3.26	4.29	55.02	26.87	8.73	0.61	0.80	0.42
INDIANA	7.21	13.13	73.74	2.54	0.00	1.77	0.89	0.71
IOWA	19.89	29.12	39.87	8.60	.	2.15	0.00	0.36
KANSAS	15.94	22.56	47.82	7.67	1.35	1.20	2.86	0.60
KENTUCKY	15.69	38.42	43.56	1.27	0.07	0.28	0.00	0.70
LOUISIANA	4.86	14.44	66.72	5.70	1.29	5.47	0.00	1.52
MAINE	2.84	27.66	65.96	1.42	1.42	0.00	0.00	0.71
MARYLAND	4.81	9.74	48.21	27.37	8.14	0.12	1.48	0.12
MASSACHUSETTS	12.90	15.86	54.23	3.70	7.82	0.00	5.07	0.42
MICHIGAN	4.18	14.09	39.99	40.97	.	0.68	0.03	0.07
MINNESOTA	5.67	16.81	41.39	35.11	0.41	0.47	0.00	0.14
MISSISSIPPI	4.40	27.47	58.67	2.27	0.00	4.53	2.27	0.40
MISSOURI	5.68	21.74	30.78	39.01	1.12	0.00	0.00	1.68
MONTANA	9.90	19.80	69.31	0.99	0.00	0.00	0.00	0.00
NEBRASKA	8.33	28.87	58.48	2.38	0.60	0.45	0.89	0.00
NEVADA	2.67	10.67	56.89	29.78	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	40.00	30.53	18.95	0.00	6.84	0.00	3.68	0.00
NEW JERSEY	2.20	10.06	41.39	22.31	22.89	0.00	0.46	0.69
NEW MEXICO	2.48	5.26	74.61	16.10	0.00	0.31	0.00	1.24
NEW YORK	19.12	10.03	38.42	25.35	4.19	0.82	1.54	0.54
NORTH CAROLINA	8.21	28.29	52.11	8.55	1.10	0.82	0.05	0.86
NORTH DAKOTA	12.75	48.53	35.29	0.49	0.00	0.49	1.47	0.98
OHIO	34.61	50.63	9.69	1.15	0.00	3.19	0.00	0.73
OKLAHOMA	10.21	46.82	41.11	0.53	0.13	0.66	0.13	0.40
OREGON	15.19	20.65	49.56	11.50	0.88	0.15	1.03	1.03
PENNSYLVANIA	10.74	26.64	49.47	11.13	0.99	0.39	0.28	0.35
PUERTO RICO	11.91	14.38	42.36	22.44	3.73	0.84	1.08	3.25
RHODE ISLAND	1.79	3.57	76.79	1.79	13.10	0.00	2.38	0.60
SOUTH CAROLINA	0.58	24.72	64.66	7.64	0.00	1.55	0.13	0.71
SOUTH DAKOTA	7.73	29.90	32.99	6.70	10.31	3.61	7.73	1.03
TENNESSEE	7.64	25.79	59.35	3.54	2.36	0.00	0.06	1.24
TEXAS	0.65	10.38	78.36	8.77	0.11	1.21	0.03	0.48
UTAH	5.60	2.38	55.52	36.33	0.17	0.00	0.00	0.00
VERMONT	43.43	12.57	33.71	4.57	1.71	0.00	1.71	2.29
VIRGINIA	2.37	27.05	63.18	2.77	0.62	2.54	0.79	0.68
WASHINGTON	10.80	24.89	60.00	2.05	1.93	0.11	0.00	0.23
WEST VIRGINIA	10.62	43.79	42.58	0.48	0.00	0.00	0.24	2.29
WISCONSIN	5.84	20.79	65.84	5.41	0.06	1.16	0.06	0.85
WYOMING	7.02	20.18	49.12	8.77	0.00	10.53	2.63	1.75
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	88.89	11.11	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	50.00	0.00	25.00	0.00	25.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3.45	81.61	14.94	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	19.57	17.39	41.30	6.52	4.35	4.35	6.52	0.00
U.S. AND OUTLYING AREAS	11.57	21.95	50.01	11.87	2.09	1.15	0.56	0.79
50 STATES, D.C. & P.R.	11.58	21.88	50.06	11.89	2.09	1.14	0.55	0.80

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	164	76	16	4	5	1	3	8
ALASKA	12	9	11	10	2	0	0	0
ARIZONA	65	67	106	15	20	1	1	11
ARKANSAS	2	9	4	0	0	0	0	2
CALIFORNIA	324	207	477	33	470	0	84	59
COLORADO	142	60	84	48	4	38	35	10
CONNECTICUT	238	87	200	36	64	9	26	4
DELAWARE	4	7	1	3	0	1	6	0
DISTRICT OF COLUMBIA	6	19	.	.	6	20	65	0
FLORIDA	1,267	361	276	38	74	23	3	2
GEORGIA	132	200	178	40	0	45	0	2
HAWAII	28	33	53	0	2	0	4	13
IDAHO	12	12	6	1	1	0	0	1
ILLINOIS	169	257	442	409	273	51	56	11
INDIANA	167	71	185	19	0	74	20	16
IOWA	139	145	123	33	.	33	0	2
KANSAS	63	72	33	24	4	24	0	3
KENTUCKY	41	53	35	7	1	7	2	7
LOUISIANA	45	75	87	4	1	64	0	5
MAINE	76	60	35	6	16	0	13	1
MARYLAND	73	48	98	61	150	3	21	8
MASSACHUSETTS	100	56	304	276	413	24	90	14
MICHIGAN	269	191	184	124	.	70	2	4
MINNESOTA	250	120	73	267	1	16	9	3
MISSISSIPPI	1	2	8	0	1	2	2	1
MISSOURI	150	137	87	13	14	0	0	8
MONTANA	22	12	8	0	0	0	0	0
NEBRASKA	22	39	61	7	1	0	1	1
NEVADA	14	13	23	6	0	0	1	2
NEW HAMPSHIRE	85	22	6	0	35	2	11	2
NEW JERSEY	213	153	201	142	309	2	6	50
NEW MEXICO	52	27	88	15	0	4	0	6
NEW YORK	666	297	886	403	188	61	131	268
NORTH CAROLINA	72	81	88	9	0	0	0	24
NORTH DAKOTA	11	23	2	0	0	6	0	0
OHIO	257	239	92	171	0	46	0	70
OKLAHOMA	36	65	33	8	0	3	1	12
OREGON	94	28	20	16	15	4	0	7
PENNSYLVANIA	260	328	407	122	108	57	26	11
PUERTO RICO	5	3	8	4	1	1	0	14
RHODE ISLAND	43	13	46	1	28	100	30	10
SOUTH CAROLINA	17	97	60	6	1	0	0	12
SOUTH DAKOTA	8	6	2	2	2	1	0	3
TENNESSEE	54	40	62	4	9	3	1	8
TEXAS	197	408	767	62	2	1	1	49
UTAH	36	16	51	25	0	0	0	0
VERMONT	79	9	10	29	4	0	6	6
VIRGINIA	178	197	147	57	40	117	25	24
WASHINGTON	96	77	53	10	0	2	0	3
WEST VIRGINIA	26	45	22	0	0	0	0	7
WISCONSIN	271	350	233	44	5	24	1	7
WYOMING	13	13	23	8	0	7	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	1	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	12	6	5	0	3	0	6	0
U.S. AND OUTLYING AREAS	6,780	5,043	6,510	2,622	2,273	947	691	791
50 STATES, D.C. & P.R.	6,766	5,035	6,505	2,622	2,270	947	685	791

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	59.21	27.44	5.78	1.44	1.81	0.36	1.08	2.89
ALASKA	27.27	20.45	25.00	22.73	4.55	0.00	0.00	0.00
ARIZONA	22.73	23.43	37.06	5.24	6.99	0.35	0.35	3.85
ARKANSAS	11.76	52.94	23.53	0.00	0.00	0.00	0.00	11.76
CALIFORNIA	19.59	12.52	28.84	2.00	28.42	0.00	5.08	3.57
COLORADO	33.73	14.25	19.95	11.40	0.95	9.03	8.31	2.38
CONNECTICUT	35.84	13.10	30.12	5.42	9.64	1.36	3.92	0.60
DELAWARE	18.18	31.82	4.55	13.64	0.00	4.55	27.27	0.00
DISTRICT OF COLUMBIA	5.17	16.38	.	.	5.17	17.24	56.03	0.00
FLORIDA	61.99	17.66	13.50	1.86	3.62	1.13	0.15	0.10
GEORGIA	22.11	33.50	29.82	6.70	0.00	7.54	0.00	0.34
HAWAII	21.05	24.81	39.85	0.00	1.50	0.00	3.01	9.77
IDAHO	36.36	36.36	18.18	3.03	3.03	0.00	0.00	3.03
ILLINOIS	10.13	15.41	26.50	24.52	16.37	3.06	3.36	0.66
INDIANA	30.25	12.86	33.51	3.44	0.00	13.41	3.62	2.90
IOWA	29.26	30.53	25.89	6.95	.	6.95	0.00	0.42
KANSAS	28.25	32.29	14.80	10.76	1.79	10.76	0.00	1.35
KENTUCKY	26.80	34.64	22.88	4.58	0.65	4.58	1.31	4.58
LOUISIANA	16.01	26.69	30.96	1.42	0.36	22.78	0.00	1.78
MAINE	36.71	28.99	16.91	2.90	7.73	0.00	6.28	0.48
MARYLAND	15.80	10.39	21.21	13.20	32.47	0.65	4.55	1.73
MASSACHUSETTS	7.83	4.39	23.81	21.61	32.34	1.88	7.05	1.10
MICHIGAN	31.87	22.63	21.80	14.69	.	8.29	0.24	0.47
MINNESOTA	33.83	16.24	9.88	36.13	0.14	2.17	1.22	0.41
MISSISSIPPI	5.88	11.76	47.06	0.00	5.88	11.76	11.76	5.88
MISSOURI	36.67	33.50	21.27	3.18	3.42	0.00	0.00	1.96
MONTANA	52.38	28.57	19.05	0.00	0.00	0.00	0.00	0.00
NEBRASKA	16.67	29.55	46.21	5.30	0.76	0.00	0.76	0.76
NEVADA	23.73	22.03	38.98	10.17	0.00	0.00	1.69	3.39
NEW HAMPSHIRE	52.15	13.50	3.68	0.00	21.47	1.23	6.75	1.23
NEW JERSEY	19.80	14.22	18.68	13.20	28.72	0.19	0.56	4.65
NEW MEXICO	27.08	14.06	45.83	7.81	0.00	2.08	0.00	3.13
NEW YORK	22.97	10.24	30.55	13.90	6.48	2.10	4.52	9.24
NORTH CAROLINA	26.28	29.56	32.12	3.28	0.00	0.00	0.00	8.76
NORTH DAKOTA	26.19	54.76	4.76	0.00	0.00	14.29	0.00	0.00
OHIO	29.37	27.31	10.51	19.54	0.00	5.26	0.00	8.00
OKLAHOMA	22.78	41.14	20.89	5.06	0.00	1.90	0.63	7.59
OREGON	51.09	15.22	10.87	8.70	8.15	2.17	0.00	3.80
PENNSYLVANIA	19.71	24.87	30.86	9.25	8.19	4.32	1.97	0.83
PUERTO RICO	13.89	8.33	22.22	11.11	2.78	2.78	0.00	38.89
RHODE ISLAND	15.87	4.80	16.97	0.37	10.33	36.90	11.07	3.69
SOUTH CAROLINA	8.81	50.26	31.09	3.11	0.52	0.00	0.00	6.22
SOUTH DAKOTA	33.33	25.00	8.33	8.33	8.33	4.17	0.00	12.50
TENNESSEE	29.83	22.10	34.25	2.21	4.97	1.66	0.55	4.42
TEXAS	13.25	27.44	51.58	4.17	0.13	0.07	0.07	3.30
UTAH	28.13	12.50	39.84	19.53	0.00	0.00	0.00	0.00
VERMONT	55.24	6.29	6.99	20.28	2.80	0.00	4.20	4.20
VIRGINIA	22.68	25.10	18.73	7.26	5.10	14.90	3.18	3.06
WASHINGTON	39.83	31.95	21.99	4.15	0.00	0.83	0.00	1.24
WEST VIRGINIA	26.00	45.00	22.00	0.00	0.00	0.00	0.00	7.00
WISCONSIN	28.98	37.43	24.92	4.71	0.53	2.57	0.11	0.75
WYOMING	19.70	19.70	34.85	12.12	0.00	10.61	3.03	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	37.50	18.75	15.63	0.00	9.38	0.00	18.75	0.00
U.S. AND OUTLYING AREAS	26.43	19.66	25.37	10.22	8.86	3.69	2.69	3.08
50 STATES, D.C. & P.R.	26.41	19.65	25.39	10.23	8.86	3.70	2.67	3.09

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8	33	93	22	0	21	8	8
ALASKA	7	1	54	7	0	0	0	0
ARIZONA	9	11	154	13	23	47	0	8
ARKANSAS	6	6	36	2	7	2	4	5
CALIFORNIA	54	59	560	130	60	14	4	41
COLORADO	49	33	207	67	1	6	2	5
CONNECTICUT	19	19	83	47	28	10	5	1
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	2	3	.	.	.	13	8	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	3	4	0	0	0	0	0	0
HAWAII	1	2	27	0	0	0	0	2
IDAHO	1	5	47	1	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2	2	84	15	0	5	10	5
IOWA	1	2	50	18	.	1	1	0
KANSAS	36	41	93	34	6	10	6	5
KENTUCKY	6	33	132	18	2	0	2	7
LOUISIANA	7	6	135	10	0	24	0	15
MAINE	30	41	87	0	7	0	10	3
MARYLAND	20	57	208	174	69	0	16	4
MASSACHUSETTS	13	16	78	28	53	41	67	14
MICHIGAN	5	9	115	329	.	1	.	11
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	1	46	6	0	22	0	8
MISSOURI	4	14	37	27	2	0	0	5
MONTANA	5	7	44	0	0	9	0	2
NEBRASKA	0	1	59	5	0	2	0	2
NEVADA	1	3	32	49	0	0	1	1
NEW HAMPSHIRE	20	8	6	0	7	0	6	4
NEW JERSEY	244	142	274	478	538	13	22	40
NEW MEXICO	1	13	102	4	0	9	0	10
NEW YORK	180	197	646	565	302	17	206	54
NORTH CAROLINA	2	11	128	39	20	23	10	6
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	96	547	602	1,014	0	0	0	26
OKLAHOMA	3	21	124	8	0	6	1	13
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	6	4	167	70	9	4	2	8
PUERTO RICO	14	3	55	23	1	0	0	98
RHODE ISLAND	0	0	18	0	7	0	3	1
SOUTH CAROLINA	0	1	29	2	0	13	0	1
SOUTH DAKOTA	3	9	18	6	13	7	23	3
TENNESSEE	7	8	196	47	41	2	0	17
TEXAS	7	160	624	126	4	23	1	63
UTAH	8	2	137	200	4	0	0	4
VERMONT	2	3	10	0	0	0	1	1
VIRGINIA	8	16	139	28	7	11	4	6
WASHINGTON	40	61	377	10	7	6	0	5
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	.	0	5	0	0	0	0	0
GUAM	0	2	3	3	0	0	0	0
NORTHERN MARIANAS	1	3	4	0	0	0	0	1
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	0	0	4	0
BUR. OF INDIAN AFFAIRS	3	3	10	1	4	0	15	0
U.S. AND OUTLYING AREAS	934	1,623	6,141	3,626	1,222	363	442	513
50 STATES, D.C. & P.R.	930	1,615	6,113	3,622	1,218	363	423	512

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.15	17.10	48.19	11.40	0.00	10.88	4.15	4.15
ALASKA	10.14	1.45	78.26	10.14	0.00	0.00	0.00	0.00
ARIZONA	3.40	4.15	58.11	4.91	8.68	17.74	0.00	3.02
ARKANSAS	8.82	8.82	52.94	2.94	10.29	2.94	5.88	7.35
CALIFORNIA	5.86	6.40	60.74	14.10	6.51	1.52	0.43	4.45
COLORADO	13.24	8.92	55.95	18.11	0.27	1.62	0.54	1.35
CONNECTICUT	8.96	8.96	39.15	22.17	13.21	4.72	2.36	0.47
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	7.69	11.54	.	.	.	50.00	30.77	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	42.86	57.14	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	3.13	6.25	84.38	0.00	0.00	0.00	0.00	6.25
IDAHO	1.85	9.26	87.04	1.85	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.63	1.63	68.29	12.20	0.00	4.07	8.13	4.07
IOWA	1.37	2.74	68.49	24.66	.	1.37	1.37	0.00
KANSAS	15.58	17.75	40.26	14.72	2.60	4.33	2.60	2.16
KENTUCKY	3.00	16.50	66.00	9.00	1.00	0.00	1.00	3.50
LOUISIANA	3.55	3.05	68.53	5.08	0.00	12.18	0.00	7.61
MAINE	16.85	23.03	48.88	0.00	3.93	0.00	5.62	1.69
MARYLAND	3.65	10.40	37.96	31.75	12.59	0.00	2.92	0.73
MASSACHUSETTS	4.19	5.16	25.16	9.03	17.10	13.23	21.61	4.52
MICHIGAN	1.06	1.91	24.47	70.00	.	0.21	.	2.34
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	1.20	55.42	7.23	0.00	26.51	0.00	9.64
MISSOURI	4.49	15.73	41.57	30.34	2.25	0.00	0.00	5.62
MONTANA	7.46	10.45	65.67	0.00	0.00	13.43	0.00	2.99
NEBRASKA	0.00	1.45	85.51	7.25	0.00	2.90	0.00	2.90
NEVADA	1.15	3.45	36.78	56.32	0.00	0.00	1.15	1.15
NEW HAMPSHIRE	39.22	15.69	11.76	0.00	13.73	0.00	11.76	7.84
NEW JERSEY	13.93	8.11	15.65	27.30	30.73	0.74	1.26	2.28
NEW MEXICO	0.72	9.35	73.38	2.88	0.00	6.47	0.00	7.19
NEW YORK	8.31	9.09	29.81	26.07	13.94	0.78	9.51	2.49
NORTH CAROLINA	0.84	4.60	53.56	16.32	8.37	9.62	4.18	2.51
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4.20	23.94	26.35	44.38	0.00	0.00	0.00	1.14
OKLAHOMA	1.70	11.93	70.45	4.55	0.00	3.41	0.57	7.39
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.22	1.48	61.85	25.93	3.33	1.48	0.74	2.96
PUERTO RICO	7.22	1.55	28.35	11.86	0.52	0.00	0.00	50.52
RHODE ISLAND	0.00	0.00	62.07	0.00	24.14	0.00	10.34	3.45
SOUTH CAROLINA	0.00	2.17	63.04	4.35	0.00	28.26	0.00	2.17
SOUTH DAKOTA	3.66	10.98	21.95	7.32	15.85	8.54	28.05	3.66
TENNESSEE	2.20	2.52	61.64	14.78	12.89	0.63	0.00	5.35
TEXAS	0.69	15.87	61.90	12.50	0.40	2.28	0.10	6.25
UTAH	2.25	0.56	38.59	56.34	1.13	0.00	0.00	1.13
VERMONT	11.76	17.65	58.82	0.00	0.00	0.00	5.88	5.88
VIRGINIA	3.65	7.31	63.47	12.79	3.20	5.02	1.83	2.74
WASHINGTON	7.91	12.06	74.51	1.98	1.38	1.19	0.00	0.99
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	25.00	37.50	37.50	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	11.11	33.33	44.44	0.00	0.00	0.00	0.00	11.11
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	55.56	0.00	0.00	0.00	44.44	0.00
BUR. OF INDIAN AFFAIRS	8.33	8.33	27.78	2.78	11.11	0.00	41.67	0.00
U.S. AND OUTLYING AREAS	6.28	10.92	41.31	24.39	8.22	2.44	2.97	3.45
50 STATES, D.C. & P.R.	6.29	10.92	41.32	24.48	8.23	2.45	2.86	3.46

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17	11	4	5	0	45	0	0
ALASKA	1	4	9	0	0	0	0	0
ARIZONA	504	17	11	0	0	39	0	1
ARKANSAS	8	9	2	5	0	15	0	1
CALIFORNIA	173	92	230	17	5	117	1	4
COLORADO	39	8	20	6	0	18	0	0
CONNECTICUT	9	7	4	6	14	0	8	0
DELAWARE	0	15	0	3	0	0	0	0
DISTRICT OF COLUMBIA	2	0	.	.	.	0	0	.
FLORIDA	66	32	34	1	2	59	0	0
GEORGIA	24	15	17	19	0	21	0	0
HAWAII	4	6	5	0	0	0	0	0
IDAHO	6	1	0	0	0	9	0	0
ILLINOIS	34	26	65	11	3	34	12	0
INDIANA	46	8	16	0	0	26	1	0
IOWA	19	9	3	0	.	15	0	0
KANSAS	11	10	9	18	0	0	0	1
KENTUCKY	25	10	2	0	1	25	0	0
LOUISIANA	22	35	22	1	0	26	0	1
MAINE	3	3	0	0	0	3	0	0
MARYLAND	18	10	9	1	0	25	0	1
MASSACHUSETTS	23	6	31	6	47	0	31	0
MICHIGAN	64	46	40	16	.	12	0	1
MINNESOTA	24	18	17	47	0	12	0	0
MISSISSIPPI	14	8	15	0	0	25	0	0
MISSOURI	21	14	4	8	0	20	0	0
MONTANA	6	4	1	0	0	1	0	0
NEBRASKA	11	7	7	1	0	2	0	0
NEVADA	11	4	3	1	0	0	0	0
NEW HAMPSHIRE	16	2	0	0	0	0	4	0
NEW JERSEY	21	22	22	11	7	26	0	2
NEW MEXICO	2	3	11	1	0	16	0	0
NEW YORK	121	20	131	166	23	29	6	4
NORTH CAROLINA	32	21	13	4	0	36	0	0
NORTH DAKOTA	7	2	0	2	0	2	0	0
OHIO	90	35	16	23	0	22	0	1
OKLAHOMA	15	5	8	2	0	17	0	0
OREGON	17	10	9	4	1	27	0	0
PENNSYLVANIA	54	25	32	1	15	4	19	0
PUERTO RICO	20	10	17	9	13	0	0	0
RHODE ISLAND	1	5	1	17	0	0	0	0
SOUTH CAROLINA	2	27	25	5	0	21	0	0
SOUTH DAKOTA	5	1	1	1	0	4	0	0
TENNESSEE	16	12	33	5	1	15	0	2
TEXAS	33	64	125	75	0	4	0	1
UTAH	8	4	7	12	0	0	0	0
VERMONT	6	0	0	0	1	0	5	0
VIRGINIA	26	24	14	1	1	32	1	0
WASHINGTON	43	27	14	0	0	18	0	0
WEST VIRGINIA	6	7	2	1	0	7	0	1
WISCONSIN	30	8	27	5	0	17	0	0
WYOMING	5	5	2	0	0	0	0	0
AMERICAN SAMOA	0	3	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	1,783	777	1,091	517	134	846	90	22
50 STATES, D.C. & P.R.	1,781	774	1,090	517	134	846	88	21

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20.73	13.41	4.88	6.10	0.00	54.88	0.00	0.00
ALASKA	7.14	28.57	64.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	88.11	2.97	1.92	0.00	0.00	6.82	0.00	0.17
ARKANSAS	20.00	22.50	5.00	12.50	0.00	37.50	0.00	2.50
CALIFORNIA	27.07	14.40	35.99	2.66	0.78	18.31	0.16	0.63
COLORADO	42.86	8.79	21.98	6.59	0.00	19.78	0.00	0.00
CONNECTICUT	18.75	14.58	8.33	12.50	29.17	0.00	16.67	0.00
DELAWARE	0.00	83.33	0.00	16.67	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	.	.	.	0.00	0.00	.
FLORIDA	34.02	16.49	17.53	0.52	1.03	30.41	0.00	0.00
GEORGIA	25.00	15.63	17.71	19.79	0.00	21.88	0.00	0.00
HAWAII	26.67	40.00	33.33	0.00	0.00	0.00	0.00	0.00
IDAHO	37.50	6.25	0.00	0.00	0.00	56.25	0.00	0.00
ILLINOIS	18.38	14.05	35.14	5.95	1.62	18.38	6.49	0.00
INDIANA	47.42	8.25	16.49	0.00	0.00	26.80	1.03	0.00
IOWA	41.30	19.57	6.52	0.00	.	32.61	0.00	0.00
KANSAS	22.45	20.41	18.37	36.73	0.00	0.00	0.00	2.04
KENTUCKY	39.68	15.87	3.17	0.00	1.59	39.68	0.00	0.00
LOUISIANA	20.56	32.71	20.56	0.93	0.00	24.30	0.00	0.93
MAINE	33.33	33.33	0.00	0.00	0.00	33.33	0.00	0.00
MARYLAND	28.13	15.63	14.06	1.56	0.00	39.06	0.00	1.56
MASSACHUSETTS	15.97	4.17	21.53	4.17	32.64	0.00	21.53	0.00
MICHIGAN	35.75	25.70	22.35	8.94	.	6.70	0.00	0.56
MINNESOTA	20.34	15.25	14.41	39.83	0.00	10.17	0.00	0.00
MISSISSIPPI	22.58	12.90	24.19	0.00	0.00	40.32	0.00	0.00
MISSOURI	31.34	20.90	5.97	11.94	0.00	29.85	0.00	0.00
MONTANA	50.00	33.33	8.33	0.00	0.00	8.33	0.00	0.00
NEBRASKA	39.29	25.00	25.00	3.57	0.00	7.14	0.00	0.00
NEVADA	57.89	21.05	15.79	5.26	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	72.73	9.09	0.00	0.00	0.00	0.00	18.18	0.00
NEW JERSEY	18.92	19.82	19.82	9.91	6.31	23.42	0.00	1.80
NEW MEXICO	6.06	9.09	33.33	3.03	0.00	48.48	0.00	0.00
NEW YORK	24.20	4.00	26.20	33.20	4.60	5.80	1.20	0.80
NORTH CAROLINA	30.19	19.81	12.26	3.77	0.00	33.96	0.00	0.00
NORTH DAKOTA	53.85	15.38	0.00	15.38	0.00	15.38	0.00	0.00
OHIO	48.13	18.72	8.56	12.30	0.00	11.76	0.00	0.53
OKLAHOMA	31.91	10.64	17.02	4.26	0.00	36.17	0.00	0.00
OREGON	25.00	14.71	13.24	5.88	1.47	39.71	0.00	0.00
PENNSYLVANIA	36.00	16.67	21.33	0.67	10.00	2.67	12.67	0.00
PUERTO RICO	28.99	14.49	24.64	13.04	18.84	0.00	0.00	0.00
RHODE ISLAND	4.17	20.83	4.17	70.83	0.00	0.00	0.00	0.00
SOUTH CAROLINA	2.50	33.75	31.25	6.25	0.00	26.25	0.00	0.00
SOUTH DAKOTA	41.67	8.33	8.33	8.33	0.00	33.33	0.00	0.00
TENNESSEE	19.05	14.29	39.29	5.95	1.19	17.86	0.00	2.38
TEXAS	10.93	21.19	41.39	24.83	0.00	1.32	0.00	0.33
UTAH	25.81	12.90	22.58	38.71	0.00	0.00	0.00	0.00
VERMONT	50.00	0.00	0.00	0.00	8.33	0.00	41.67	0.00
VIRGINIA	26.26	24.24	14.14	1.01	1.01	32.32	1.01	0.00
WASHINGTON	42.16	26.47	13.73	0.00	0.00	17.65	0.00	0.00
WEST VIRGINIA	25.00	29.17	8.33	4.17	0.00	29.17	0.00	4.17
WISCONSIN	34.48	9.20	31.03	5.75	0.00	19.54	0.00	0.00
WYOMING	41.67	41.67	16.67	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	50.00	50.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
U.S. AND OUTLYING AREAS	33.90	14.77	20.74	9.83	2.55	16.08	1.71	0.42
50 STATES, D.C. & P.R.	33.92	14.74	20.76	9.85	2.55	16.11	1.68	0.40

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	14	21	5	0	0	0	0	2
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	17	6	77	6	1	0	0	1
ARKANSAS	5	2	2	0	0	0	0	3
CALIFORNIA	135	115	686	144	10	0	2	34
COLORADO	76	33	32	9	0	1	0	3
CONNECTICUT	4	4	1	1	0	0	0	0
DELAWARE	3	13	11	1	0	0	1	1
DISTRICT OF COLUMBIA	4	2	.	.	.	1	0	.
FLORIDA	86	62	109	11	0	0	0	0
GEORGIA	12	13	20	0	0	0	0	0
HAWAII	0	0	8	0	0	0	0	0
IDAHO	3	1	2	0	0	0	0	0
ILLINOIS	29	30	102	21	4	0	0	1
INDIANA	36	4	17	0	0	0	0	0
IOWA	16	16	10	0	.	1	0	4
KANSAS	9	2	7	1	0	0	0	0
KENTUCKY	5	12	16	0	0	0	0	0
LOUISIANA	21	26	37	0	1	2	0	2
MAINE	2	4	2	0	0	0	0	0
MARYLAND	6	4	4	0	0	0	0	0
MASSACHUSETTS	25	3	14	1	12	0	3	4
MICHIGAN	260	153	141	70	.	1	0	5
MINNESOTA	29	27	15	25	0	0	1	2
MISSISSIPPI	14	14	56	1	0	1	1	12
MISSOURI	13	11	5	10	0	0	0	1
MONTANA	1	1	0	0	0	0	0	0
NEBRASKA	7	6	10	0	0	0	1	1
NEVADA	4	2	4	0	0	0	0	0
NEW HAMPSHIRE	4	0	1	0	0	0	0	0
NEW JERSEY	260	11	5	5	5	0	0	3
NEW MEXICO	3	0	9	4	0	0	0	1
NEW YORK	42	11	25	9	5	0	0	4
NORTH CAROLINA	26	10	17	3	0	0	0	2
NORTH DAKOTA	3	1	3	1	0	0	1	0
OHIO	67	68	32	5	0	0	0	8
OKLAHOMA	10	7	5	0	0	0	0	0
OREGON	19	18	20	3	0	1	0	3
PENNSYLVANIA	10	14	73	24	11	1	2	2
PUERTO RICO	16	8	0	1	0	0	0	2
RHODE ISLAND	1	1	3	0	1	0	0	0
SOUTH CAROLINA	2	19	32	4	0	0	0	1
SOUTH DAKOTA	8	1	0	0	0	0	1	0
TENNESSEE	10	18	32	13	0	0	0	9
TEXAS	36	82	136	20	0	0	0	21
UTAH	3	1	3	0	0	0	0	1
VERMONT	5	1	1	0	0	0	0	0
VIRGINIA	11	17	33	1	0	0	0	0
WASHINGTON	17	17	17	1	0	1	0	0
WEST VIRGINIA	5	4	8	0	0	0	0	0
WISCONSIN	17	25	46	2	0	0	0	2
WYOMING	0	2	5	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,411	923	1,899	398	50	10	13	135
50 STATES, D.C. & P.R.	1,411	923	1,899	398	50	10	13	135

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	33.33	50.00	11.90	0.00	0.00	0.00	0.00	4.76
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	15.74	5.56	71.30	5.56	0.93	0.00	0.00	0.93
ARKANSAS	41.67	16.67	16.67	0.00	0.00	0.00	0.00	25.00
CALIFORNIA	11.99	10.21	60.92	12.79	0.89	0.00	0.18	3.02
COLORADO	49.35	21.43	20.78	5.84	0.00	0.65	0.00	1.95
CONNECTICUT	40.00	40.00	10.00	10.00	0.00	0.00	0.00	0.00
DELAWARE	10.00	43.33	36.67	3.33	0.00	0.00	3.33	3.33
DISTRICT OF COLUMBIA	57.14	28.57	.	.	.	14.29	0.00	.
FLORIDA	32.09	23.13	40.67	4.10	0.00	0.00	0.00	0.00
GEORGIA	26.67	28.89	44.44	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	16.67	33.33	0.00	0.00	0.00	0.00	0.00
ILLINOIS	15.51	16.04	54.55	11.23	2.14	0.00	0.00	0.53
INDIANA	63.16	7.02	29.82	0.00	0.00	0.00	0.00	0.00
IOWA	34.04	34.04	21.28	0.00	.	2.13	0.00	8.51
KANSAS	47.37	10.53	36.84	5.26	0.00	0.00	0.00	0.00
KENTUCKY	15.15	36.36	48.48	0.00	0.00	0.00	0.00	0.00
LOUISIANA	23.60	29.21	41.57	0.00	1.12	2.25	0.00	2.25
MAINE	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	42.86	28.57	28.57	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	40.32	4.84	22.58	1.61	19.35	0.00	4.84	6.45
MICHIGAN	41.27	24.29	22.38	11.11	.	0.16	0.00	0.79
MINNESOTA	29.29	27.27	15.15	25.25	0.00	0.00	1.01	2.02
MISSISSIPPI	14.14	14.14	56.57	1.01	0.00	1.01	1.01	12.12
MISSOURI	32.50	27.50	12.50	25.00	0.00	0.00	0.00	2.50
MONTANA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	28.00	24.00	40.00	0.00	0.00	0.00	4.00	4.00
NEVADA	40.00	20.00	40.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	89.97	3.81	1.73	1.73	1.73	0.00	0.00	1.04
NEW MEXICO	17.65	0.00	52.94	23.53	0.00	0.00	0.00	5.88
NEW YORK	43.75	11.46	26.04	9.38	5.21	0.00	0.00	4.17
NORTH CAROLINA	44.83	17.24	29.31	5.17	0.00	0.00	0.00	3.45
NORTH DAKOTA	33.33	11.11	33.33	11.11	0.00	0.00	11.11	0.00
OHIO	37.22	37.78	17.78	2.78	0.00	0.00	0.00	4.44
OKLAHOMA	45.45	31.82	22.73	0.00	0.00	0.00	0.00	0.00
OREGON	29.69	28.13	31.25	4.69	0.00	1.56	0.00	4.69
PENNSYLVANIA	7.30	10.22	53.28	17.52	8.03	0.73	1.46	1.46
PUERTO RICO	59.26	29.63	0.00	3.70	0.00	0.00	0.00	7.41
RHODE ISLAND	16.67	16.67	50.00	0.00	16.67	0.00	0.00	0.00
SOUTH CAROLINA	3.45	32.76	55.17	6.90	0.00	0.00	0.00	1.72
SOUTH DAKOTA	80.00	10.00	0.00	0.00	0.00	0.00	10.00	0.00
TENNESSEE	12.20	21.95	39.02	15.85	0.00	0.00	0.00	10.98
TEXAS	12.20	27.80	46.10	6.78	0.00	0.00	0.00	7.12
UTAH	37.50	12.50	37.50	0.00	0.00	0.00	0.00	12.50
VERMONT	71.43	14.29	14.29	0.00	0.00	0.00	0.00	0.00
VIRGINIA	17.74	27.42	53.23	1.61	0.00	0.00	0.00	0.00
WASHINGTON	32.08	32.08	32.08	1.89	0.00	1.89	0.00	0.00
WEST VIRGINIA	29.41	23.53	47.06	0.00	0.00	0.00	0.00	0.00
WISCONSIN	18.48	27.17	50.00	2.17	0.00	0.00	0.00	2.17
WYOMING	0.00	25.00	62.50	12.50	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	29.16	19.07	39.24	8.22	1.03	0.21	0.27	2.79
50 STATES, D.C. & P.R.	29.16	19.07	39.24	8.22	1.03	0.21	0.27	2.79

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48	51	22	1	0	0	0	6
ALASKA	9	6	5	0	0	0	0	0
ARIZONA	24	17	12	1	0	0	0	5
ARKANSAS	39	74	9	0	1	0	2	4
CALIFORNIA	194	104	150	9	27	0	1	27
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	106	37	30	3	15	0	4	3
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	3	1	.	.	0	1	4	0
FLORIDA	142	24	22	4	0	0	0	82
GEORGIA	75	111	62	1	0	0	1	4
HAWAII	4	4	13	0	0	0	4	2
IDAHO	22	7	8	0	1	0	0	0
ILLINOIS	32	68	56	11	8	0	0	22
INDIANA	52	20	18	1	0	0	2	4
IOWA	0	0	1	1	.	0	0	0
KANSAS	66	46	22	6	0	2	0	5
KENTUCKY	38	38	11	1	0	0	1	1
LOUISIANA	79	91	70	3	3	6	0	11
MAINE	56	27	13	1	0	0	0	2
MARYLAND	47	28	27	2	9	0	1	2
MASSACHUSETTS	14	6	10	2	8	0	8	55
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	108	46	25	62	1	0	1	3
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	98	51	18	3	1	0	0	3
MONTANA	25	14	5	1	0	0	0	0
NEBRASKA	35	25	25	0	0	0	1	7
NEVADA	7	7	7	0	0	0	0	2
NEW HAMPSHIRE	109	17	2	1	7	0	12	0
NEW JERSEY	58	25	9	13	17	0	1	10
NEW MEXICO	17	13	32	8	0	0	0	9
NEW YORK	315	98	101	30	8	2	5	14
NORTH CAROLINA	147	83	52	1	0	0	0	15
NORTH DAKOTA	7	6	0	0	0	0	1	0
OHIO	146	14	4	2	0	0	0	149
OKLAHOMA	62	31	8	0	0	0	0	3
OREGON	97	39	33	10	6	2	0	6
PENNSYLVANIA	14	13	8	1	1	0	0	1
PUERTO RICO	15	6	4	1	10	0	0	9
RHODE ISLAND	23	12	13	0	3	0	3	22
SOUTH CAROLINA	12	40	20	2	0	0	0	4
SOUTH DAKOTA	3	5	2	1	0	0	0	0
TENNESSEE	120	94	35	3	0	0	0	79
TEXAS	163	275	406	30	1	2	0	151
UTAH	12	9	17	6	0	0	0	1
VERMONT	32	5	4	0	0	0	0	2
VIRGINIA	106	110	60	5	0	5	4	9
WASHINGTON	323	281	164	22	12	3	1	4
WEST VIRGINIA	16	24	3	0	0	0	0	1
WISCONSIN	69	69	31	1	0	0	0	2
WYOMING	12	15	17	2	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	4
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,203	2,189	1,667	252	139	25	57	745
50 STATES, D.C. & P.R.	3,201	2,187	1,666	252	139	25	57	741

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	37.50	39.84	17.19	0.78	0.00	0.00	0.00	4.69
ALASKA	45.00	30.00	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	40.68	28.81	20.34	1.69	0.00	0.00	0.00	8.47
ARKANSAS	30.23	57.36	6.98	0.00	0.78	0.00	1.55	3.10
CALIFORNIA	37.89	20.31	29.30	1.76	5.27	0.00	0.20	5.27
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	53.54	18.69	15.15	1.52	7.58	0.00	2.02	1.52
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	33.33	11.11	.	.	0.00	11.11	44.44	0.00
FLORIDA	51.82	8.76	8.03	1.46	0.00	0.00	0.00	29.93
GEORGIA	29.53	43.70	24.41	0.39	0.00	0.00	0.39	1.57
HAWAII	14.81	14.81	48.15	0.00	0.00	0.00	14.81	7.41
IDAHO	57.89	18.42	21.05	0.00	2.63	0.00	0.00	0.00
ILLINOIS	16.24	34.52	28.43	5.58	4.06	0.00	0.00	11.17
INDIANA	53.61	20.62	18.56	1.03	0.00	0.00	2.06	4.12
IOWA	0.00	0.00	50.00	50.00	.	0.00	0.00	0.00
KANSAS	44.90	31.29	14.97	4.08	0.00	1.36	0.00	3.40
KENTUCKY	42.22	42.22	12.22	1.11	0.00	0.00	1.11	1.11
LOUISIANA	30.04	34.60	26.62	1.14	1.14	2.28	0.00	4.18
MAINE	56.57	27.27	13.13	1.01	0.00	0.00	0.00	2.02
MARYLAND	40.52	24.14	23.28	1.72	7.76	0.00	0.86	1.72
MASSACHUSETTS	13.59	5.83	9.71	1.94	7.77	0.00	7.77	53.40
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	43.90	18.70	10.16	25.20	0.41	0.00	0.41	1.22
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	56.32	29.31	10.34	1.72	0.57	0.00	0.00	1.72
MONTANA	55.56	31.11	11.11	2.22	0.00	0.00	0.00	0.00
NEBRASKA	37.63	26.88	26.88	0.00	0.00	0.00	1.08	7.53
NEVADA	30.43	30.43	30.43	0.00	0.00	0.00	0.00	8.70
NEW HAMPSHIRE	73.65	11.49	1.35	0.68	4.73	0.00	8.11	0.00
NEW JERSEY	43.61	18.80	6.77	9.77	12.78	0.00	0.75	7.52
NEW MEXICO	21.52	16.46	40.51	10.13	0.00	0.00	0.00	11.39
NEW YORK	54.97	17.10	17.63	5.24	1.40	0.35	0.87	2.44
NORTH CAROLINA	49.33	27.85	17.45	0.34	0.00	0.00	0.00	5.03
NORTH DAKOTA	50.00	42.86	0.00	0.00	0.00	0.00	7.14	0.00
OHIO	46.35	4.44	1.27	0.63	0.00	0.00	0.00	47.30
OKLAHOMA	59.62	29.81	7.69	0.00	0.00	0.00	0.00	2.88
OREGON	50.26	20.21	17.10	5.18	3.11	1.04	0.00	3.11
PENNSYLVANIA	36.84	34.21	21.05	2.63	2.63	0.00	0.00	2.63
PUERTO RICO	33.33	13.33	8.89	2.22	22.22	0.00	0.00	20.00
RHODE ISLAND	30.26	15.79	17.11	0.00	3.95	0.00	3.95	28.95
SOUTH CAROLINA	15.38	51.28	25.64	2.56	0.00	0.00	0.00	5.13
SOUTH DAKOTA	27.27	45.45	18.18	9.09	0.00	0.00	0.00	0.00
TENNESSEE	36.25	28.40	10.57	0.91	0.00	0.00	0.00	23.87
TEXAS	15.86	26.75	39.49	2.92	0.10	0.19	0.00	14.69
UTAH	26.67	20.00	37.78	13.33	0.00	0.00	0.00	2.22
VERMONT	74.42	11.63	9.30	0.00	0.00	0.00	0.00	4.65
VIRGINIA	35.45	36.79	20.07	1.67	0.00	1.67	1.34	3.01
WASHINGTON	39.88	34.69	20.25	2.72	1.48	0.37	0.12	0.49
WEST VIRGINIA	36.36	54.55	6.82	0.00	0.00	0.00	0.00	2.27
WISCONSIN	40.12	40.12	18.02	0.58	0.00	0.00	0.00	1.16
WYOMING	25.00	31.25	35.42	4.17	0.00	4.17	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	38.70	26.45	20.14	3.04	1.68	0.30	0.69	9.00
50 STATES, D.C. & P.R.	38.72	26.45	20.15	3.05	1.68	0.30	0.69	8.56

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13	4	1	2	0	8	0	0
ALASKA	1	0	0	0	0	0	0	0
ARIZONA	16	7	2	0	0	4	0	0
ARKANSAS	5	1	0	0	0	8	0	0
CALIFORNIA	55	42	145	10	7	29	1	2
COLORADO	16	2	3	6	0	11	0	0
CONNECTICUT	7	8	5	3	1	2	3	0
DELAWARE	3	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	.	.	.	0	.	0
FLORIDA	26	7	8	1	0	19	0	0
GEORGIA	12	6	3	16	0	0	0	0
HAWAII	0	0	2	0	0	0	0	0
IDAHO	3	0	1	0	0	0	0	0
ILLINOIS	21	11	11	3	1	2	0	1
INDIANA	20	3	3	0	0	20	0	0
IOWA	1	1	2	0	.	2	0	0
KANSAS	3	3	0	1	0	0	0	0
KENTUCKY	7	1	1	0	1	10	0	0
LOUISIANA	5	11	6	0	0	6	0	0
MAINE	5	1	0	0	0	0	0	0
MARYLAND	7	4	2	0	3	0	38	0
MASSACHUSETTS	16	5	8	1	5	0	9	0
MICHIGAN	23	15	12	8	.	1	.	0
MINNESOTA	11	3	3	7	0	10	0	0
MISSISSIPPI	6	1	6	0	0	11	0	1
MISSOURI	4	2	2	24	0	0	0	0
MONTANA	2	1	0	0	0	4	0	0
NEBRASKA	5	4	6	0	0	2	0	0
NEVADA	5	0	0	0	0	0	0	0
NEW HAMPSHIRE	4	2	0	0	0	0	0	0
NEW JERSEY	9	7	3	2	5	0	1	0
NEW MEXICO	3	1	4	1	0	4	0	0
NEW YORK	42	8	44	50	3	11	3	5
NORTH CAROLINA	10	9	5	0	0	9	0	0
NORTH DAKOTA	0	2	2	0	0	0	0	0
OHIO	2	19	2	0	0	71	0	2
OKLAHOMA	6	4	0	0	0	10	0	0
OREGON	15	2	5	0	1	17	0	0
PENNSYLVANIA	27	10	8	1	17	1	11	1
PUERTO RICO	16	3	5	2	0	0	0	1
RHODE ISLAND	0	0	1	0	0	0	1	0
SOUTH CAROLINA	9	8	6	5	0	3	0	1
SOUTH DAKOTA	0	1	0	0	0	2	0	0
TENNESSEE	13	14	6	16	0	0	0	0
TEXAS	16	41	49	2	0	46	0	0
UTAH	2	4	4	9	0	0	0	0
VERMONT	4	0	1	1	0	0	0	0
VIRGINIA	16	7	3	0	0	10	0	0
WASHINGTON	9	11	1	0	0	9	0	0
WEST VIRGINIA	3	3	2	1	0	5	0	0
WISCONSIN	5	2	5	5	0	3	0	0
WYOMING	1	3	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	511	307	388	177	44	350	67	14
50 STATES, D.C. & P.R.	510	305	388	177	44	350	67	14

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	46.43	14.29	3.57	7.14	0.00	28.57	0.00	0.00
ALASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	55.17	24.14	6.90	0.00	0.00	13.79	0.00	0.00
ARKANSAS	35.71	7.14	0.00	0.00	0.00	57.14	0.00	0.00
CALIFORNIA	18.90	14.43	49.83	3.44	2.41	9.97	0.34	0.69
COLORADO	42.11	5.26	7.89	15.79	0.00	28.95	0.00	0.00
CONNECTICUT	24.14	27.59	17.24	10.34	3.45	6.90	10.34	0.00
DELAWARE	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	42.62	11.48	13.11	1.64	0.00	31.15	0.00	0.00
GEORGIA	32.43	16.22	8.11	43.24	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	42.00	22.00	22.00	6.00	2.00	4.00	0.00	2.00
INDIANA	43.48	6.52	6.52	0.00	0.00	43.48	0.00	0.00
IOWA	16.67	16.67	33.33	0.00	.	33.33	0.00	0.00
KANSAS	42.86	42.86	0.00	14.29	0.00	0.00	0.00	0.00
KENTUCKY	35.00	5.00	5.00	0.00	5.00	50.00	0.00	0.00
LOUISIANA	17.86	39.29	21.43	0.00	0.00	21.43	0.00	0.00
MAINE	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	12.96	7.41	3.70	0.00	5.56	0.00	70.37	0.00
MASSACHUSETTS	36.36	11.36	18.18	2.27	11.36	0.00	20.45	0.00
MICHIGAN	38.98	25.42	20.34	13.56	.	1.69	.	0.00
MINNESOTA	32.35	8.82	8.82	20.59	0.00	29.41	0.00	0.00
MISSISSIPPI	24.00	4.00	24.00	0.00	0.00	44.00	0.00	4.00
MISSOURI	12.50	6.25	6.25	75.00	0.00	0.00	0.00	0.00
MONTANA	28.57	14.29	0.00	0.00	0.00	57.14	0.00	0.00
NEBRASKA	29.41	23.53	35.29	0.00	0.00	11.76	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	33.33	25.93	11.11	7.41	18.52	0.00	3.70	0.00
NEW MEXICO	23.08	7.69	30.77	7.69	0.00	30.77	0.00	0.00
NEW YORK	25.30	4.82	26.51	30.12	1.81	6.63	1.81	3.01
NORTH CAROLINA	30.30	27.27	15.15	0.00	0.00	27.27	0.00	0.00
NORTH DAKOTA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
OHIO	2.08	19.79	2.08	0.00	0.00	73.96	0.00	2.08
OKLAHOMA	30.00	20.00	0.00	0.00	0.00	50.00	0.00	0.00
OREGON	37.50	5.00	12.50	0.00	2.50	42.50	0.00	0.00
PENNSYLVANIA	35.53	13.16	10.53	1.32	22.37	1.32	14.47	1.32
PUERTO RICO	59.26	11.11	18.52	7.41	0.00	0.00	0.00	3.70
RHODE ISLAND	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
SOUTH CAROLINA	28.13	25.00	18.75	15.63	0.00	9.38	0.00	3.13
SOUTH DAKOTA	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
TENNESSEE	26.53	28.57	12.24	32.65	0.00	0.00	0.00	0.00
TEXAS	10.39	26.62	31.82	1.30	0.00	29.87	0.00	0.00
UTAH	10.53	21.05	21.05	47.37	0.00	0.00	0.00	0.00
VERMONT	66.67	0.00	16.67	16.67	0.00	0.00	0.00	0.00
VIRGINIA	44.44	19.44	8.33	0.00	0.00	27.78	0.00	0.00
WASHINGTON	30.00	36.67	3.33	0.00	0.00	30.00	0.00	0.00
WEST VIRGINIA	21.43	21.43	14.29	7.14	0.00	35.71	0.00	0.00
WISCONSIN	25.00	10.00	25.00	25.00	0.00	15.00	0.00	0.00
WYOMING	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	27.50	16.52	20.88	9.53	2.37	18.84	3.61	0.75
50 STATES, D.C. & P.R.	27.49	16.44	20.92	9.54	2.37	18.87	3.61	0.75

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5	3	11	4	9	0	0	0
ALASKA	2	1	6	0	0	0	0	0
ARIZONA	7	4	41	2	11	0	0	2
ARKANSAS	0	3	9	0	0	4	1	2
CALIFORNIA	30	21	239	48	90	0	4	4
COLORADO	2	3	7	1	0	0	0	0
CONNECTICUT	1	3	11	14	8	1	6	0
DELAWARE	0	2	0	18	0	0	0	0
DISTRICT OF COLUMBIA	.	0	.	.	.	0	4	0
FLORIDA	71	17	68	44	2	0	0	1
GEORGIA	2	10	66	8	0	0	0	0
HAWAII	0	1	7	0	0	0	0	1
IDAHO	2	2	10	0	0	0	0	0
ILLINOIS	13	5	60	30	61	0	8	0
INDIANA	15	4	84	13	0	0	4	2
IOWA	4	6	32	7	.	0	0	0
KANSAS	1	4	14	1	0	0	0	0
KENTUCKY	4	1	12	3	0	0	0	2
LOUISIANA	6	10	68	4	0	5	0	2
MAINE	2	2	9	0	0	0	2	0
MARYLAND	3	5	22	23	16	0	0	0
MASSACHUSETTS	1	0	21	7	24	0	50	0
MICHIGAN	29	22	76	175	.	4	.	1
MINNESOTA	9	12	31	30	0	1	0	0
MISSISSIPPI	0	1	11	1	0	2	3	0
MISSOURI	2	16	50	16	3	0	0	0
MONTANA	0	2	4	0	0	0	0	0
NEBRASKA	1	3	19	0	1	1	0	0
NEVADA	4	2	2	1	0	0	0	0
NEW HAMPSHIRE	5	1	0	0	1	0	1	0
NEW JERSEY	1	1	18	32	54	0	6	2
NEW MEXICO	0	0	15	4	0	0	0	1
NEW YORK	28	20	131	89	44	1	39	3
NORTH CAROLINA	5	9	105	29	0	0	0	1
NORTH DAKOTA	1	1	5	0	1	0	2	0
OHIO	15	31	10	7	0	0	0	2
OKLAHOMA	3	5	8	0	0	0	0	1
OREGON	22	31	54	15	2	0	0	2
PENNSYLVANIA	8	11	52	34	4	1	3	1
PUERTO RICO	0	1	30	14	2	0	0	5
RHODE ISLAND	1	0	1	0	3	0	4	0
SOUTH CAROLINA	0	3	41	8	0	1	0	2
SOUTH DAKOTA	4	1	3	3	2	3	4	0
TENNESSEE	2	2	51	8	1	4	0	0
TEXAS	3	41	216	40	4	4	2	6
UTAH	3	2	13	13	0	0	0	0
VERMONT	4	2	3	0	1	0	0	0
VIRGINIA	6	5	79	15	5	5	11	1
WASHINGTON	8	6	37	3	2	0	0	0
WEST VIRGINIA	4	1	19	0	0	0	0	2
WISCONSIN	5	13	48	2	0	0	0	0
WYOMING	0	1	4	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1	0	0	0	0
U.S. AND OUTLYING AREAS	344	353	1,933	767	351	37	154	46
50 STATES, D.C. & P.R.	344	353	1,933	766	351	37	154	46

Please see data notes for an explanation of individual state differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

AUTISM

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15.63	9.38	34.38	12.50	28.13	0.00	0.00	0.00
ALASKA	22.22	11.11	66.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.45	5.97	61.19	2.99	16.42	0.00	0.00	2.99
ARKANSAS	0.00	15.79	47.37	0.00	0.00	21.05	5.26	10.53
CALIFORNIA	6.88	4.82	54.82	11.01	20.64	0.00	0.92	0.92
COLORADO	15.38	23.08	53.85	7.69	0.00	0.00	0.00	0.00
CONNECTICUT	2.27	6.82	25.00	31.82	18.18	2.27	13.64	0.00
DELAWARE	0.00	10.00	0.00	90.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	0.00	.	.	.	0.00	100.00	0.00
FLORIDA	34.98	8.37	33.50	21.67	0.99	0.00	0.00	0.49
GEORGIA	2.33	11.63	76.74	9.30	0.00	0.00	0.00	0.00
HAWAII	0.00	11.11	77.78	0.00	0.00	0.00	0.00	11.11
IDAHO	14.29	14.29	71.43	0.00	0.00	0.00	0.00	0.00
ILLINOIS	7.34	2.82	33.90	16.95	34.46	0.00	4.52	0.00
INDIANA	12.30	3.28	68.85	10.66	0.00	0.00	3.28	1.64
IOWA	8.16	12.24	65.31	14.29	.	0.00	0.00	0.00
KANSAS	5.00	20.00	70.00	5.00	0.00	0.00	0.00	0.00
KENTUCKY	18.18	4.55	54.55	13.64	0.00	0.00	0.00	9.09
LOUISIANA	6.32	10.53	71.58	4.21	0.00	5.26	0.00	2.11
MAINE	13.33	13.33	60.00	0.00	0.00	0.00	13.33	0.00
MARYLAND	4.35	7.25	31.88	33.33	23.19	0.00	0.00	0.00
MASSACHUSETTS	0.97	0.00	20.39	6.80	23.30	0.00	48.54	0.00
MICHIGAN	9.45	7.17	24.76	57.00	.	1.30	.	0.33
MINNESOTA	10.84	14.46	37.35	36.14	0.00	1.20	0.00	0.00
MISSISSIPPI	0.00	5.56	61.11	5.56	0.00	11.11	16.67	0.00
MISSOURI	2.30	18.39	57.47	18.39	3.45	0.00	0.00	0.00
MONTANA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	4.00	12.00	76.00	0.00	4.00	4.00	0.00	0.00
NEVADA	44.44	22.22	22.22	11.11	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	62.50	12.50	0.00	0.00	12.50	0.00	12.50	0.00
NEW JERSEY	0.88	0.88	15.79	28.07	47.37	0.00	5.26	1.75
NEW MEXICO	0.00	0.00	75.00	20.00	0.00	0.00	0.00	5.00
NEW YORK	7.89	5.63	36.90	25.07	12.39	0.28	10.99	0.85
NORTH CAROLINA	3.36	6.04	70.47	19.46	0.00	0.00	0.00	0.67
NORTH DAKOTA	10.00	10.00	50.00	0.00	10.00	0.00	20.00	0.00
OHIO	23.08	47.69	15.38	10.77	0.00	0.00	0.00	3.08
OKLAHOMA	17.65	29.41	47.06	0.00	0.00	0.00	0.00	5.88
OREGON	17.46	24.60	42.86	11.90	1.59	0.00	0.00	1.59
PENNSYLVANIA	7.02	9.65	45.61	29.82	3.51	0.88	2.63	0.88
PUERTO RICO	0.00	1.92	57.69	26.92	3.85	0.00	0.00	9.62
RHODE ISLAND	11.11	0.00	11.11	0.00	33.33	0.00	44.44	0.00
SOUTH CAROLINA	0.00	5.45	74.55	14.55	0.00	1.82	0.00	3.64
SOUTH DAKOTA	20.00	5.00	15.00	15.00	10.00	15.00	20.00	0.00
TENNESSEE	2.94	2.94	75.00	11.76	1.47	5.88	0.00	0.00
TEXAS	0.95	12.97	68.35	12.66	1.27	1.27	0.63	1.90
UTAH	9.68	6.45	41.94	41.94	0.00	0.00	0.00	0.00
VERMONT	40.00	20.00	30.00	0.00	10.00	0.00	0.00	0.00
VIRGINIA	4.72	3.94	62.20	11.81	3.94	3.94	8.66	0.79
WASHINGTON	14.29	10.71	66.07	5.36	3.57	0.00	0.00	0.00
WEST VIRGINIA	15.38	3.85	73.08	0.00	0.00	0.00	0.00	7.69
WISCONSIN	7.35	19.12	70.59	2.94	0.00	0.00	0.00	0.00
WYOMING	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.63	8.86	48.51	19.25	8.81	0.93	3.86	1.15
50 STATES, D.C. & P.R.	8.63	8.86	48.52	19.23	8.81	0.93	3.87	1.15

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

	-----OUTSIDE REGULAR CLASS-----							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	0	0	0	1	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	0	5	2	0	8	0	0
ARKANSAS	0	0	1	0	0	0	0	0
CALIFORNIA	0	2	14	1	1	0	0	0
COLORADO	2	0	4	4	0	1	0	0
CONNECTICUT	1	0	1	0	2	0	1	0
DELAWARE	0	6	3	0	0	0	0	0
DISTRICT OF COLUMBIA	0	.	.	.	.	1	.	0
FLORIDA	2	0	1	0	1	3	0	0
GEORGIA	0	0	2	1	0	0	0	0
HAWAII	1	2	0	6	0	0	0	0
IDAHO	0	0	0	.	0	1	0	0
ILLINOIS	1	1	4	0	0	4	0	0
INDIANA	0	0	5	0	0	2	0	0
IOWA	0	1	4	2	.	1	0	0
KANSAS	0	0	1	0	0	0	0	0
KENTUCKY	1	1	1	0	0	0	0	0
LOUISIANA	0	0	1	0	0	2	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	21	0
MASSACHUSETTS	0	0	1	1	3	0	5	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	0	0	0	0	2	0	0
MISSISSIPPI	0	0	1	0	0	2	0	0
MISSOURI	2	1	9	3	0	0	0	0
MONTANA	1	0	5	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1	0
NEW JERSEY	0	0	0	2	0	2	1	0
NEW MEXICO	0	0	2	0	0	4	0	0
NEW YORK	0	0	1	3	0	0	0	0
NORTH CAROLINA	0	0	1	0	0	2	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	1	0	0	1	0	0	0	0
OKLAHOMA	0	1	2	0	0	0	0	0
OREGON	0	1	2	0	0	1	0	1
PENNSYLVANIA	1	1	2	0	0	0	0	0
PUERTO RICO	0	0	1	9	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	1	1	0	0	0	0
TEXAS	1	1	8	0	0	4	0	0
UTAH	0	0	3	7	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	2	0	0
WASHINGTON	0	0	3	0	0	0	0	0
WEST VIRGINIA	0	0	0	2	0	3	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	16	18	90	45	7	46	29	1
50 STATES, D.C. & P.R.	16	18	90	45	7	46	29	1

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	6.25	0.00	31.25	12.50	0.00	50.00	0.00	0.00
ARKANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	11.11	77.78	5.56	5.56	0.00	0.00	0.00
COLORADO	18.18	0.00	36.36	36.36	0.00	9.09	0.00	0.00
CONNECTICUT	20.00	0.00	20.00	0.00	40.00	0.00	20.00	0.00
DELAWARE	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	.	.	.	.	100.00	.	0.00
FLORIDA	28.57	0.00	14.29	0.00	14.29	42.86	0.00	0.00
GEORGIA	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
HAWAII	11.11	22.22	0.00	66.67	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	.	0.00	100.00	0.00	0.00
ILLINOIS	10.00	10.00	40.00	0.00	0.00	40.00	0.00	0.00
INDIANA	0.00	0.00	71.43	0.00	0.00	28.57	0.00	0.00
IOWA	0.00	12.50	50.00	25.00	.	12.50	0.00	0.00
KANSAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MASSACHUSETTS	0.00	0.00	10.00	10.00	30.00	0.00	50.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	33.33	0.00	0.00	0.00	0.00	66.67	0.00	0.00
MISSISSIPPI	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
MISSOURI	13.33	6.67	60.00	20.00	0.00	0.00	0.00	0.00
MONTANA	16.67	0.00	83.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW JERSEY	0.00	0.00	0.00	40.00	0.00	40.00	20.00	0.00
NEW MEXICO	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NEW YORK	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	20.00	40.00	0.00	0.00	20.00	0.00	20.00
PENNSYLVANIA	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	10.00	90.00	0.00	0.00	0.00	0.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
TEXAS	7.14	7.14	57.14	0.00	0.00	28.57	0.00	0.00
UTAH	0.00	0.00	30.00	70.00	0.00	0.00	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
WASHINGTON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	40.00	0.00	60.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6.35	7.14	35.71	17.86	2.78	18.25	11.51	0.40
50 STATES, D.C. & P.R.	6.35	7.14	35.71	17.86	2.78	18.25	11.51	0.40

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7	7	5	0	0	0	0	2
ALASKA	2	1	0	0	0	0	0	0
ARIZONA	1	1	5	0	0	0	0	1
ARKANSAS	3	0	1	0	0	0	0	1
CALIFORNIA	21	23	65	3	4	0	1	10
COLORADO	13	2	10	1	0	0	1	1
CONNECTICUT	5	1	6	2	1	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	.	.	.	0	.	0
FLORIDA	16	9	9	0	0	1	0	0
GEORGIA	0	0	15	0	1	0	0	0
HAWAII	0	0	4	0	0	0	0	2
IDAHO	5	2	3	0	0	0	0	0
ILLINOIS	8	15	25	4	2	1	1	1
INDIANA	10	4	21	1	0	0	4	1
IOWA	4	4	8	0	.	0	0	0
KANSAS	5	5	4	2	0	0	1	0
KENTUCKY	7	9	4	0	0	0	0	3
LOUISIANA	7	10	9	1	0	1	0	1
MAINE	5	5	6	0	0	0	0	0
MARYLAND	5	3	9	7	6	0	.	1
MASSACHUSETTS	2	1	7	4	9	0	8	2
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4	8	12	13	0	0	0	2
MISSISSIPPI	0	3	4	1	0	1	1	2
MISSOURI	10	6	6	3	0	0	0	2
MONTANA	5	5	2	0	0	0	0	1
NEBRASKA	4	3	5	1	1	0	1	1
NEVADA	2	4	4	1	0	0	0	0
NEW HAMPSHIRE	2	2	0	0	0	0	0	0
NEW JERSEY	3	4	2	1	2	0	0	0
NEW MEXICO	0	1	9	5	0	2	0	1
NEW YORK	42	19	43	14	10	0	8	8
NORTH CAROLINA	10	9	10	1	0	0	0	2
NORTH DAKOTA	1	2	1	0	0	0	0	1
OHIO	31	9	5	2	0	0	0	3
OKLAHOMA	7	14	8	0	0	1	0	1
OREGON	5	6	16	4	0	0	0	0
PENNSYLVANIA	10	20	32	6	75	2	8	1
PUERTO RICO	0	0	1	0	1	0	0	0
RHODE ISLAND	2	1	2	0	1	0	0	1
SOUTH CAROLINA	2	3	6	0	0	0	0	0
SOUTH DAKOTA	3	0	0	0	1	0	0	0
TENNESSEE	4	7	11	0	0	0	0	4
TEXAS	1	21	41	1	0	0	0	8
UTAH	9	2	16	5	0	0	0	0
VERMONT	0	1	1	0	1	0	1	1
VIRGINIA	8	9	12	0	1	1	1	2
WASHINGTON	10	13	18	2	0	0	0	1
WEST VIRGINIA	13	3	3	0	0	0	0	0
WISCONSIN	8	10	14	2	0	0	0	0
WYOMING	2	1	6	1	0	4	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	324	289	506	88	116	14	37	68
50 STATES, D.C. & P.R.	324	289	506	88	116	14	37	68

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS----- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	33.33	33.33	23.81	0.00	0.00	0.00	0.00	9.52
ALASKA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	12.50	12.50	62.50	0.00	0.00	0.00	0.00	12.50
ARKANSAS	60.00	0.00	20.00	0.00	0.00	0.00	0.00	20.00
CALIFORNIA	16.54	18.11	51.18	2.36	3.15	0.00	0.79	7.87
COLORADO	46.43	7.14	35.71	3.57	0.00	0.00	3.57	3.57
CONNECTICUT	31.25	6.25	37.50	12.50	6.25	0.00	6.25	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	100.00	.	.	.	0.00	.	0.00
FLORIDA	45.71	25.71	25.71	0.00	0.00	2.86	0.00	0.00
GEORGIA	0.00	0.00	93.75	0.00	6.25	0.00	0.00	0.00
HAWAII	0.00	0.00	66.67	0.00	0.00	0.00	0.00	33.33
IDAHO	50.00	20.00	30.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	14.04	26.32	43.86	7.02	3.51	1.75	1.75	1.75
INDIANA	24.39	9.76	51.22	2.44	0.00	0.00	9.76	2.44
IOWA	25.00	25.00	50.00	0.00	.	0.00	0.00	0.00
KANSAS	29.41	29.41	23.53	11.76	0.00	0.00	5.88	0.00
KENTUCKY	30.43	39.13	17.39	0.00	0.00	0.00	0.00	13.04
LOUISIANA	24.14	34.48	31.03	3.45	0.00	3.45	0.00	3.45
MAINE	31.25	31.25	37.50	0.00	0.00	0.00	0.00	0.00
MARYLAND	16.13	9.68	29.03	22.58	19.35	0.00	.	3.23
MASSACHUSETTS	6.06	3.03	21.21	12.12	27.27	0.00	24.24	6.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	10.26	20.51	30.77	33.33	0.00	0.00	0.00	5.13
MISSISSIPPI	0.00	25.00	33.33	8.33	0.00	8.33	8.33	16.67
MISSOURI	37.04	22.22	22.22	11.11	0.00	0.00	0.00	7.41
MONTANA	38.46	38.46	15.38	0.00	0.00	0.00	0.00	7.69
NEBRASKA	25.00	18.75	31.25	6.25	6.25	0.00	6.25	6.25
NEVADA	18.18	36.36	36.36	9.09	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	25.00	33.33	16.67	8.33	16.67	0.00	0.00	0.00
NEW MEXICO	0.00	5.56	50.00	27.78	0.00	11.11	0.00	5.56
NEW YORK	29.17	13.19	29.86	9.72	6.94	0.00	5.56	5.56
NORTH CAROLINA	31.25	28.13	31.25	3.13	0.00	0.00	0.00	6.25
NORTH DAKOTA	20.00	40.00	20.00	0.00	0.00	0.00	0.00	20.00
OHIO	62.00	18.00	10.00	4.00	0.00	0.00	0.00	6.00
OKLAHOMA	22.58	45.16	25.81	0.00	0.00	3.23	0.00	3.23
OREGON	16.13	19.35	51.61	12.90	0.00	0.00	0.00	0.00
PENNSYLVANIA	6.49	12.99	20.78	3.90	48.70	1.30	5.19	0.65
PUERTO RICO	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
RHODE ISLAND	28.57	14.29	28.57	0.00	14.29	0.00	0.00	14.29
SOUTH CAROLINA	18.18	27.27	54.55	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	75.00	0.00	0.00	0.00	25.00	0.00	0.00	0.00
TENNESSEE	15.38	26.92	42.31	0.00	0.00	0.00	0.00	15.38
TEXAS	1.39	29.17	56.94	1.39	0.00	0.00	0.00	11.11
UTAH	28.13	6.25	50.00	15.63	0.00	0.00	0.00	0.00
VERMONT	0.00	20.00	20.00	0.00	20.00	0.00	20.00	20.00
VIRGINIA	23.53	26.47	35.29	0.00	2.94	2.94	2.94	5.88
WASHINGTON	22.73	29.55	40.91	4.55	0.00	0.00	0.00	2.27
WEST VIRGINIA	68.42	15.79	15.79	0.00	0.00	0.00	0.00	0.00
WISCONSIN	23.53	29.41	41.18	5.88	0.00	0.00	0.00	0.00
WYOMING	14.29	7.14	42.86	7.14	0.00	28.57	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	22.47	20.04	35.09	6.10	8.04	0.97	2.57	4.72
50 STATES, D.C. & P.R.	22.47	20.04	35.09	6.10	8.04	0.97	2.57	4.72

Please see data notes for an explanation of individual state differences.
FACIL=FACILITY; RESID=RESIDENTIAL; SEPAR=SEPARATE; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	347	110
ALASKA	102	78
ARIZONA	335	512
ARKANSAS	71	70
CALIFORNIA	2,958	1,032
COLORADO	256	0
CONNECTICUT	445	1,146
DELAWARE	12	116
DISTRICT OF COLUMBIA	0	175
FLORIDA	2,243	.
GEORGIA	980	907
HAWAII	54	182
IDAHO	118	99
ILLINOIS	1,178	3,065
INDIANA	544	3,966
IOWA	269	967
KANSAS	234	862
KENTUCKY	302	931
LOUISIANA	677	2,065
MAINE	0	.
MARYLAND	347	219
MASSACHUSETTS	181	.
MICHIGAN	473	2,890
MINNESOTA	48	1,823
MISSISSIPPI	62	376
MISSOURI	824	996
MONTANA	24	0
NEBRASKA	50	1,134
NEVADA	89	93
NEW HAMPSHIRE	51	702
NEW JERSEY	964	14,062
NEW MEXICO	377	140
NEW YORK	530	16,193
NORTH CAROLINA	304	1,289
NORTH DAKOTA	7	320
OHIO	700	10,215
OKLAHOMA	250	107
OREGON	327	.
PENNSYLVANIA	494	962
PUERTO RICO	20	230
RHODE ISLAND	102	568
SOUTH CAROLINA	27	310
SOUTH DAKOTA	116	176
TENNESSEE	531	832
TEXAS	1,503	4,362
UTAH	103	22
VERMONT	34	48
VIRGINIA	610	475
WASHINGTON	292	848
WEST VIRGINIA	96	430
WISCONSIN	501	1,238
WYOMING	32	16
AMERICAN SAMOA	1	8
GUAM	6	27
NORTHERN MARIANAS	1	0
PALAU	0	4
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	48	0
U.S. AND OUTLYING AREAS	21,257	77,398
50 STATES, D.C. & P.R.	21,194	77,359

Please see data notes for an explanation of individual state differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUP 3-5

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	262,967	46,343	166,911	20,647	8,464	700	173	10,207	516,412
1997-98	276,839	44,605	164,512	20,257	7,495	833	333	12,196	527,070
1998-99	.	.	.	.	.	.	.	.	517,243
1999-00	.	.	.	.	.	.	.	.	530,782

AGE GROUP 6-11

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,558	635,773	478,178	32,696	15,977	3,793	2,287	6,151	2,650,413
1997-98	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974	2,709,339
1998-99	1,582,284	653,631	468,935	30,745	18,089	3,746	2,566	5,960	2,765,956
1999-00	1,588,889	660,383	484,946	32,731	17,506	4,265	2,776	6,058	2,797,554

AGE GROUP 12-17

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,216	782,239	562,917	55,888	29,759	13,391	9,455	18,708	2,311,573
1997-98	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396	2,401,454
1998-99	959,917	845,877	563,088	54,158	33,585	14,084	11,252	16,861	2,498,822
1999-00	1,001,501	870,368	584,743	55,758	33,546	13,759	12,113	17,398	2,589,186

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

For the 1998-99 data collection, the form was revised to add separate categories for reporting the educational placements of preschool children.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUP 18-21

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439
1995-96	68,862	65,970	70,860	18,897	6,213	3,921	1,848	3,241	239,812
1996-97	73,152	69,068	75,124	18,725	6,276	3,787	1,881	3,292	251,305
1997-98	79,821	72,164	76,570	17,058	7,070	3,504	2,121	3,915	262,223
1998-99	86,121	76,480	79,880	17,973	6,792	3,681	2,123	3,497	276,547
1999-00	90,692	74,277	78,908	18,053	6,671	4,205	2,167	3,582	278,555

AGE GROUP 6-21

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,387,926	1,487,080	1,116,219	107,309	52,012	20,971	13,623	28,151	5,213,291
1997-98	2,494,209	1,560,287	1,096,364	99,385	55,993	21,462	16,031	29,285	5,373,016
1998-99	2,628,322	1,575,988	1,111,903	102,876	58,466	21,511	15,941	26,318	5,541,325
1999-00	2,681,082	1,605,028	1,148,597	106,542	57,723	22,229	17,056	27,038	5,665,295

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

For the 1998-99 data collection, the form was revised to add separate categories for reporting the educational placements of preschool children.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1990-91 Through 1999-2000

SPECIFIC LEARNING DISABILITIES

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	939	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092	2,513,703
1995-96	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417	2,588,509
1996-97	1,145,947	1,034,277	453,261	9,272	7,448	2,069	1,303	4,679	2,658,256
1997-98	1,201,011	1,076,291	437,935	9,077	8,056	2,451	1,586	4,845	2,741,252
1998-99	1,269,777	1,081,798	436,094	9,393	8,769	2,437	1,688	4,786	2,814,742
1999-00	1,295,601	1,081,806	450,816	10,584	8,920	2,991	2,216	5,113	2,858,047

SPEECH OR LANGUAGE IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919
1995-96	892,251	65,770	45,364	1,792	1,381	129	158	761	1,007,606
1996-97	927,553	68,829	46,146	1,875	1,422	145	186	726	1,046,882
1997-98	932,767	77,785	47,187	2,037	1,328	242	230	1,102	1,062,678
1998-99	954,619	71,623	48,143	1,648	1,523	166	268	724	1,078,714
1999-00	952,339	73,417	57,346	2,623	1,709	418	245	552	1,088,649

MENTAL RETARDATION

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151
1995-96	60,189	167,587	318,121	29,527	5,514	2,086	1,254	2,817	587,095
1996-97	62,300	168,457	320,440	28,957	5,334	1,813	1,230	2,932	591,463
1997-98	75,172	177,136	309,384	25,483	5,638	1,985	1,452	2,639	598,889
1998-99	83,638	177,777	310,406	25,162	5,493	1,598	1,387	2,383	607,844
1999-00	85,996	180,643	308,646	24,843	5,326	2,219	1,483	2,630	611,786

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1990-91 Through 1999-2000

EMOTIONAL DISTURBANCE

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612
1995-96	102,308	103,072	149,478	37,053	23,434	6,522	6,792	7,113	435,772
1996-97	99,929	103,105	156,544	35,638	24,148	7,038	7,593	6,600	440,595
1997-98	112,323	104,996	150,628	33,398	25,448	7,350	9,023	7,062	450,228
1998-99	117,631	106,170	152,925	34,631	26,671	7,959	8,590	6,286	460,863
1999-00	120,449	109,416	152,965	35,022	25,681	7,004	9,290	7,038	466,865

MULTIPLE DISABILITIES

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300
1995-96	9,268	14,428	43,465	18,610	6,250	1,449	1,443	2,220	97,133
1996-97	9,955	17,254	46,188	18,392	6,550	1,421	1,473	2,550	103,783
1997-98	11,082	19,090	49,795	16,836	7,813	1,569	1,588	2,729	110,502
1998-99	11,672	18,433	49,753	18,025	7,452	1,375	1,807	2,509	111,026
1999-00	13,314	22,260	51,110	17,843	8,041	1,560	1,654	2,960	118,742

HEARING IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339
1995-96	24,034	12,532	17,778	2,818	1,791	6,648	663	175	66,439
1996-97	25,607	12,523	18,142	3,372	1,883	6,046	586	124	68,283
1997-98	26,697	13,102	17,445	3,168	1,888	5,746	585	161	68,792
1998-99	27,893	13,177	17,835	3,243	1,820	5,737	592	145	70,442
1999-00	28,670	13,747	17,407	3,833	1,169	5,699	399	165	71,089

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1990-91 Through 1999-2000

ORTHOPEDIC IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372
1995-96	25,357	12,901	18,964	2,634	662	60	87	1,504	62,169
1996-97	27,431	13,416	20,234	2,511	684	85	61	1,486	65,908
1997-98	35,283	16,102	19,840	2,185	614	121	84	1,522	75,751
1998-99	31,530	14,220	18,888	2,533	611	46	80	1,293	69,201
1999-00	31,660	15,637	19,772	2,490	464	90	102	1,138	71,353

OTHER HEALTH IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817
1995-96	58,495	40,813	24,932	1,483	798	103	219	8,412	135,255
1996-97	68,522	57,304	28,676	1,585	964	134	224	8,420	165,829
1997-98	75,865	61,913	33,495	1,749	1,280	188	283	8,540	183,313
1998-99	98,384	73,618	38,221	2,024	1,600	200	408	7,435	221,890
1999-00	113,546	83,925	43,534	2,233	1,867	325	512	6,756	252,698

VISUAL IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104
1995-96	12,021	5,186	4,299	869	488	1,978	201	145	25,187
1996-97	12,526	4,972	4,561	990	597	1,897	268	159	25,970
1997-98	12,535	5,233	4,505	1,263	493	1,522	337	172	26,060
1998-99	13,042	5,093	4,340	1,226	554	1,589	277	147	26,268
1999-00	12,663	5,029	4,556	1,178	289	1,665	238	166	25,784

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1990-91 Through 1999-2000

AUTISM

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,113	1,107	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773
1995-96	3,212	2,840	14,357	3,707	1,788	168	480	123	26,675
1996-97	4,893	4,011	18,214	4,193	2,123	121	507	192	34,254
1997-98	7,757	5,384	22,054	3,671	2,523	109	655	203	42,356
1998-99	10,905	7,058	27,446	4,209	3,054	116	646	241	53,675
1999-00	13,539	9,476	32,727	5,179	3,537	112	710	295	65,575

DEAF-BLINDNESS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1990-91	155	95	477	284	64	352	20	32	1,479
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384
1995-96	158	146	591	225	55	223	44	27	1,469
1996-97	213	178	573	218	71	177	44	23	1,497
1997-98	183	152	525	201	67	148	51	20	1,347
1998-99	242	161	598	324	64	248	50	30	1,717
1999-00	229	157	614	214	53	189	65	27	1,548

TRAUMATIC BRAIN INJURY

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246
1995-96	2,566	2,236	2,751	232	801	29	161	214	8,990
1996-97	3,050	2,754	3,240	306	788	25	148	260	10,571
1997-98	3,534	3,103	3,571	317	845	31	157	290	11,848
1998-99	4,047	3,412	3,865	341	826	31	146	292	12,960
1999-00	4,222	3,626	4,304	347	627	51	120	313	13,610

Beginning in 1990-91, states were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	6	7	1,151	12	1,311	2,487
ALASKA	217	9	7	6	215	454
ARIZONA	293	34	139	1,034	1,849	3,349
ARKANSAS	6	7	373	23	1,568	1,977
CALIFORNIA	79	700	1,095	4,761	5,053	11,688
COLORADO	.	.	.	.	.	.
CONNECTICUT	3	16	200	212	779	1,210
DELAWARE	2	6	238	40	675	961
DISTRICT OF COLUMBIA	.	.	99	18	7	124
FLORIDA	14	34	746	371	1,578	2,743
GEORGIA	9	32	2,423	195	4,694	7,353
HAWAII	0	162	1	7	44	214
IDAHO	11	3	8	35	541	598
ILLINOIS	17	145	1,809	982	11,535	14,488
INDIANA	6	18	494	93	5,356	5,967
IOWA	2	9	83	35	1,040	1,169
KANSAS	22	7	151	97	1,275	1,552
KENTUCKY	7	55	1,074	77	9,972	11,185
LOUISIANA	29	23	2,394	39	3,368	5,853
MAINE	13	10	15	23	2,010	2,071
MARYLAND	10	70	1,144	99	2,488	3,811
MASSACHUSETTS	26	172	1,322	1,335	10,363	13,218
MICHIGAN	45	127	947	119	5,249	6,487
MINNESOTA	134	78	251	129	4,320	4,912
MISSISSIPPI	1	8	1,157	12	1,497	2,675
MISSOURI	6	19	541	50	4,028	4,644
MONTANA	74	3	2	5	487	571
NEBRASKA	0	0	4	1	25	30
NEVADA	34	19	64	150	736	1,003
NEW HAMPSHIRE	6	7	9	18	1,072	1,112
NEW JERSEY	3	107	458	385	2,527	3,480
NEW MEXICO	304	6	26	608	408	1,352
NEW YORK	103	293	2,110	2,060	7,841	12,407
NORTH CAROLINA	323	69	3,694	228	7,309	11,623
NORTH DAKOTA	52	1	9	7	454	523
OHIO	1	18	377	24	3,825	4,245
OKLAHOMA	618	11	227	89	2,376	3,321
OREGON	37	8	16	174	832	1,067
PENNSYLVANIA	13	63	1,539	305	7,451	9,371
PUERTO RICO	0	0	0	3,790	0	3,790
RHODE ISLAND	8	10	65	153	1,434	1,670
SOUTH CAROLINA	6	6	1,995	31	1,767	3,805
SOUTH DAKOTA	112	0	4	4	256	376
TENNESSEE	14	15	497	33	2,815	3,374
TEXAS	.	.	.	.	.	.
UTAH	50	20	15	107	992	1,184
VERMONT	1	5	5	1	565	577
VIRGINIA	1	23	646	76	1,826	2,572
WASHINGTON	94	98	213	292	1,810	2,507
WEST VIRGINIA	1	5	44	5	1,607	1,662
WISCONSIN	54	27	375	83	2,203	2,742
WYOMING	38	5	12	76	759	890
AMERICAN SAMOA	0	44	0	0	0	44
GUAM	0	46	3	0	2	51
NORTHERN MARIANAS	0	41	0	0	1	42
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	108	39	1	148
BUR. OF INDIAN AFFAIRS	257	0	0	0	0	257
U.S. AND OUTLYING AREAS	3,162	2,701	30,379	18,548	132,196	186,986
50 STATES, D.C. & P.R.	2,905	2,570	30,268	18,509	132,192	186,444

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.24	0.28	46.28	0.48	52.71
ALASKA	47.80	1.98	1.54	1.32	47.36
ARIZONA	8.75	1.02	4.15	30.87	55.21
ARKANSAS	0.30	0.35	18.87	1.16	79.31
CALIFORNIA	0.68	5.99	9.37	40.73	43.23
COLORADO	.	.	.	.	.
CONNECTICUT	0.25	1.32	16.53	17.52	64.38
DELAWARE	0.21	0.62	24.77	4.16	70.24
DISTRICT OF COLUMBIA	.	.	79.84	14.52	5.65
FLORIDA	0.51	1.24	27.20	13.53	57.53
GEORGIA	0.12	0.44	32.95	2.65	63.84
HAWAII	0.00	75.70	0.47	3.27	20.56
IDAHO	1.84	0.50	1.34	5.85	90.47
ILLINOIS	0.12	1.00	12.49	6.78	79.62
INDIANA	0.10	0.30	8.28	1.56	89.76
IOWA	0.17	0.77	7.10	2.99	88.96
KANSAS	1.42	0.45	9.73	6.25	82.15
KENTUCKY	0.06	0.49	9.60	0.69	89.16
LOUISIANA	0.50	0.39	40.90	0.67	57.54
MAINE	0.63	0.48	0.72	1.11	97.05
MARYLAND	0.26	1.84	30.02	2.60	65.28
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.69	1.96	14.60	1.83	80.92
MINNESOTA	2.73	1.59	5.11	2.63	87.95
MISSISSIPPI	0.04	0.30	43.25	0.45	55.96
MISSOURI	0.13	0.41	11.65	1.08	86.74
MONTANA	12.96	0.53	0.35	0.88	85.29
NEBRASKA	0.00	0.00	13.33	3.33	83.33
NEVADA	3.39	1.89	6.38	14.96	73.38
NEW HAMPSHIRE	0.54	0.63	0.81	1.62	96.40
NEW JERSEY	0.09	3.07	13.16	11.06	72.61
NEW MEXICO	22.49	0.44	1.92	44.97	30.18
NEW YORK	0.83	2.36	17.01	16.60	63.20
NORTH CAROLINA	2.78	0.59	31.78	1.96	62.88
NORTH DAKOTA	9.94	0.19	1.72	1.34	86.81
OHIO	0.02	0.42	8.88	0.57	90.11
OKLAHOMA	18.61	0.33	6.84	2.68	71.54
OREGON	3.47	0.75	1.50	16.31	77.98
PENNSYLVANIA	0.14	0.67	16.42	3.25	79.51
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.48	0.60	3.89	9.16	85.87
SOUTH CAROLINA	0.16	0.16	52.43	0.81	46.44
SOUTH DAKOTA	29.79	0.00	1.06	1.06	68.09
TENNESSEE	0.41	0.44	14.73	0.98	83.43
TEXAS	.	.	.	.	.
UTAH	4.22	1.69	1.27	9.04	83.78
VERMONT	0.17	0.87	0.87	0.17	97.92
VIRGINIA	0.04	0.89	25.12	2.95	71.00
WASHINGTON	3.75	3.91	8.50	11.65	72.20
WEST VIRGINIA	0.06	0.30	2.65	0.30	96.69
WISCONSIN	1.97	0.98	13.68	3.03	80.34
WYOMING	4.27	0.56	1.35	8.54	85.28
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	90.20	5.88	0.00	3.92
NORTHERN MARIANAS	0.00	97.62	0.00	0.00	2.38
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	72.97	26.35	0.68
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.69	1.44	16.25	9.92	70.70
50 STATES, D.C. & P.R.	1.56	1.38	16.23	9.93	70.90

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	5	16	898	19	1,884	2,822
ALASKA	166	24	33	18	424	665
ARIZONA	141	42	143	976	1,515	2,817
ARKANSAS	5	7	394	40	800	1,246
CALIFORNIA	200	1,762	2,774	12,075	12,819	29,630
COLORADO	.	.	.	.	.	.
CONNECTICUT	11	31	346	418	1,345	2,151
DELAWARE	1	5	90	33	172	301
DISTRICT OF COLUMBIA	.	.	82	7	.	89
FLORIDA	32	108	1,913	924	5,939	8,916
GEORGIA	9	69	2,128	233	4,021	6,460
HAWAII	8	1,210	42	52	306	1,618
IDAHO	16	9	21	253	1,219	1,518
ILLINOIS	10	137	950	533	5,781	7,411
INDIANA	18	31	641	188	6,219	7,097
IOWA	9	14	76	40	1,402	1,541
KANSAS	17	24	220	211	2,373	2,845
KENTUCKY	0	3	83	5	751	842
LOUISIANA	3	9	1,506	48	1,620	3,186
MAINE	4	9	12	3	868	896
MARYLAND	8	100	1,057	152	1,290	2,607
MASSACHUSETTS	2	12	89	90	694	887
MICHIGAN	34	189	1,088	158	2,995	4,464
MINNESOTA	100	74	270	126	2,613	3,183
MISSISSIPPI	3	3	719	9	1,028	1,762
MISSOURI	7	34	709	58	3,134	3,942
MONTANA	95	6	15	9	682	807
NEBRASKA	28	14	74	97	1,183	1,396
NEVADA	28	53	279	449	1,256	2,065
NEW HAMPSHIRE	4	9	12	23	806	854
NEW JERSEY	19	250	1,440	1,251	5,596	8,556
NEW MEXICO	304	34	85	1,686	1,391	3,500
NEW YORK	63	260	1,816	2,076	5,346	9,561
NORTH CAROLINA	22	23	1,258	125	1,424	2,852
NORTH DAKOTA	28	5	9	7	404	453
OHIO	8	48	1,034	70	6,396	7,556
OKLAHOMA	147	24	295	95	1,224	1,785
OREGON	24	48	39	228	1,664	2,003
PENNSYLVANIA	15	64	899	372	4,907	6,257
PUERTO RICO	0	0	0	699	0	699
RHODE ISLAND	4	6	39	143	745	937
SOUTH CAROLINA	2	13	997	21	994	2,027
SOUTH DAKOTA	143	9	26	23	1,104	1,305
TENNESSEE	1	26	927	39	2,915	3,908
TEXAS	.	.	.	.	.	.
UTAH	56	39	30	161	2,906	3,192
VERMONT	0	0	2	0	245	247
VIRGINIA	20	176	2,038	421	4,089	6,744
WASHINGTON	183	265	322	877	4,967	6,614
WEST VIRGINIA	0	8	60	2	1,456	1,526
WISCONSIN	68	79	315	146	5,689	6,297
WYOMING	0	0	0	0	8	8
AMERICAN SAMOA	0	11	0	0	0	11
GUAM	1	45	2	2	3	53
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	11	4	2	17
BUR. OF INDIAN AFFAIRS	42	0	0	0	0	42
U.S. AND OUTLYING AREAS	2,114	5,437	28,308	25,695	118,614	180,168
50 STATES, D.C. & P.R.	2,071	5,381	28,295	25,689	118,609	180,045

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.18	0.57	31.82	0.67	66.76
ALASKA	24.96	3.61	4.96	2.71	63.76
ARIZONA	5.01	1.49	5.08	34.65	53.78
ARKANSAS	0.40	0.56	31.62	3.21	64.21
CALIFORNIA	0.67	5.95	9.36	40.75	43.26
COLORADO	.	.	.	.	.
CONNECTICUT	0.51	1.44	16.09	19.43	62.53
DELAWARE	0.33	1.66	29.90	10.96	57.14
DISTRICT OF COLUMBIA	.	.	92.13	7.87	.
FLORIDA	0.36	1.21	21.46	10.36	66.61
GEORGIA	0.14	1.07	32.94	3.61	62.24
HAWAII	0.49	74.78	2.60	3.21	18.91
IDAHO	1.05	0.59	1.38	16.67	80.30
ILLINOIS	0.13	1.85	12.82	7.19	78.01
INDIANA	0.25	0.44	9.03	2.65	87.63
IOWA	0.58	0.91	4.93	2.60	90.98
KANSAS	0.60	0.84	7.73	7.42	83.41
KENTUCKY	0.00	0.36	9.86	0.59	89.19
LOUISIANA	0.09	0.28	47.27	1.51	50.85
MAINE	0.45	1.00	1.34	0.33	96.88
MARYLAND	0.31	3.84	40.54	5.83	49.48
MASSACHUSETTS	0.23	1.35	10.03	10.15	78.24
MICHIGAN	0.76	4.23	24.37	3.54	67.09
MINNESOTA	3.14	2.32	8.48	3.96	82.09
MISSISSIPPI	0.17	0.17	40.81	0.51	58.34
MISSOURI	0.18	0.86	17.99	1.47	79.50
MONTANA	11.77	0.74	1.86	1.12	84.51
NEBRASKA	2.01	1.00	5.30	6.95	84.74
NEVADA	1.36	2.57	13.51	21.74	60.82
NEW HAMPSHIRE	0.47	1.05	1.41	2.69	94.38
NEW JERSEY	0.22	2.92	16.83	14.62	65.40
NEW MEXICO	8.69	0.97	2.43	48.17	39.74
NEW YORK	0.66	2.72	18.99	21.71	55.91
NORTH CAROLINA	0.77	0.81	44.11	4.38	49.93
NORTH DAKOTA	6.18	1.10	1.99	1.55	89.18
OHIO	0.11	0.64	13.68	0.93	84.65
OKLAHOMA	8.24	1.34	16.53	5.32	68.57
OREGON	1.20	2.40	1.95	11.38	83.08
PENNSYLVANIA	0.24	1.02	14.37	5.95	78.42
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.43	0.64	4.16	15.26	79.51
SOUTH CAROLINA	0.10	0.64	49.19	1.04	49.04
SOUTH DAKOTA	10.96	0.69	1.99	1.76	84.60
TENNESSEE	0.03	0.67	23.72	1.00	74.59
TEXAS	.	.	.	.	.
UTAH	1.75	1.22	0.94	5.04	91.04
VERMONT	0.00	0.00	0.81	0.00	99.19
VIRGINIA	0.30	2.61	30.22	6.24	60.63
WASHINGTON	2.77	4.01	4.87	13.26	75.10
WEST VIRGINIA	0.00	0.52	3.93	0.13	95.41
WISCONSIN	1.08	1.25	5.00	2.32	90.34
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	1.89	84.91	3.77	3.77	5.66
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	64.71	23.53	11.76
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.17	3.02	15.71	14.26	65.84
50 STATES, D.C. & P.R.	1.15	2.99	15.72	14.27	65.88

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
HOME

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	0	86	2	42	131
ALASKA	2	0	0	1	5	8
ARIZONA	3	0	2	4	16	25
ARKANSAS	0	0	7	4	112	123
CALIFORNIA	19	165	263	1,143	1,213	2,803
COLORADO	.	.	.	.	.	.
CONNECTICUT	2	0	1	3	106	112
DELAWARE	0	0	1	0	10	11
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1	5	145	80	297	528
GEORGIA	2	9	660	41	612	1,324
HAWAII	0	4	0	0	1	5
IDAHO	0	0	0	1	20	21
ILLINOIS	0	0	0	1	10	11
INDIANA	0	1	2	3	139	145
IOWA	0	1	8	1	204	214
KANSAS	1	1	7	5	152	166
KENTUCKY	1	0	3	0	75	79
LOUISIANA	1	0	117	2	144	264
MAINE	1	0	1	2	209	213
MARYLAND	1	13	52	4	106	176
MASSACHUSETTS	0	0	4	4	27	35
MICHIGAN	4	4	59	4	163	234
MINNESOTA	37	86	220	89	2,011	2,443
MISSISSIPPI	0	0	31	0	97	128
MISSOURI	2	2	61	14	283	362
MONTANA	3	0	0	0	11	14
NEBRASKA	2	2	6	21	340	371
NEVADA	10	7	8	34	111	170
NEW HAMPSHIRE	0	0	1	0	37	38
NEW JERSEY	0	3	4	9	68	84
NEW MEXICO	3	0	1	6	10	20
NEW YORK	12	67	217	199	3,795	4,290
NORTH CAROLINA	3	2	43	9	192	249
NORTH DAKOTA	0	0	0	0	15	15
OHIO	1	1	17	0	515	534
OKLAHOMA	5	0	1	0	32	38
OREGON	2	5	2	26	155	190
PENNSYLVANIA	8	11	100	82	1,301	1,502
PUERTO RICO	0	1	0	278	0	279
RHODE ISLAND	0	0	0	0	3	3
SOUTH CAROLINA	0	1	83	2	132	218
SOUTH DAKOTA	17	0	2	0	31	50
TENNESSEE	0	0	3	0	60	63
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	1	25	26
VERMONT	2	0	2	0	79	83
VIRGINIA	10	20	65	51	684	830
WASHINGTON	3	4	5	14	95	121
WEST VIRGINIA	0	2	3	0	190	195
WISCONSIN	0	1	3	1	55	60
WYOMING	0	0	0	0	3	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	19	0	0	1	20
NORTHERN MARIANAS	0	8	0	0	1	9
PALAU	0	4	0	0	0	4
VIRGIN ISLANDS	0	0	1	1	0	2
BUR. OF INDIAN AFFAIRS	17	0	0	0	0	17
U.S. AND OUTLYING AREAS	176	449	2,297	2,142	13,995	19,059
50 STATES, D.C. & P.R.	159	418	2,296	2,141	13,993	19,007

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
HOME

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.76	0.00	65.65	1.53	32.06
ALASKA	25.00	0.00	0.00	12.50	62.50
ARIZONA	12.00	0.00	8.00	16.00	64.00
ARKANSAS	0.00	0.00	5.69	3.25	91.06
CALIFORNIA	0.68	5.89	9.38	40.78	43.28
COLORADO	.	.	.	.	.
CONNECTICUT	1.79	0.00	0.89	2.68	94.64
DELAWARE	0.00	0.00	9.09	0.00	90.91
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.19	0.95	27.46	15.15	56.25
GEORGIA	0.15	0.68	49.85	3.10	46.22
HAWAII	0.00	80.00	0.00	0.00	20.00
IDAHO	0.00	0.00	0.00	4.76	95.24
ILLINOIS	0.00	0.00	0.00	9.09	90.91
INDIANA	0.00	0.69	1.38	2.07	95.86
IOWA	0.00	0.47	3.74	0.47	95.33
KANSAS	0.60	0.60	4.22	3.01	91.57
KENTUCKY	1.27	0.00	3.80	0.00	94.94
LOUISIANA	0.38	0.00	44.32	0.76	54.55
MAINE	0.47	0.00	0.47	0.94	98.12
MARYLAND	0.57	7.39	29.55	2.27	60.23
MASSACHUSETTS	0.00	0.00	11.43	11.43	77.14
MICHIGAN	1.71	1.71	25.21	1.71	69.66
MINNESOTA	1.51	3.52	9.01	3.64	82.32
MISSISSIPPI	0.00	0.00	24.22	0.00	75.78
MISSOURI	0.55	0.55	16.85	3.87	78.18
MONTANA	21.43	0.00	0.00	0.00	78.57
NEBRASKA	0.54	0.54	1.62	5.66	91.64
NEVADA	5.88	4.12	4.71	20.00	65.29
NEW HAMPSHIRE	0.00	0.00	2.63	0.00	97.37
NEW JERSEY	0.00	3.57	4.76	10.71	80.95
NEW MEXICO	15.00	0.00	5.00	30.00	50.00
NEW YORK	0.28	1.56	5.06	4.64	88.46
NORTH CAROLINA	1.20	0.80	17.27	3.61	77.11
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.19	0.19	3.18	0.00	96.44
OKLAHOMA	13.16	0.00	2.63	0.00	84.21
OREGON	1.05	2.63	1.05	13.68	81.58
PENNSYLVANIA	0.53	0.73	6.66	5.46	86.62
PUERTO RICO	0.00	0.36	0.00	99.64	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.46	38.07	0.92	60.55
SOUTH DAKOTA	34.00	0.00	4.00	0.00	62.00
TENNESSEE	0.00	0.00	4.76	0.00	95.24
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	3.85	96.15
VERMONT	2.41	0.00	2.41	0.00	95.18
VIRGINIA	1.20	2.41	7.83	6.14	82.41
WASHINGTON	2.48	3.31	4.13	11.57	78.51
WEST VIRGINIA	0.00	1.03	1.54	0.00	97.44
WISCONSIN	0.00	1.67	5.00	1.67	91.67
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	95.00	0.00	0.00	5.00
NORTHERN MARIANAS	0.00	88.89	0.00	0.00	11.11
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	50.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.92	2.36	12.05	11.24	73.43
50 STATES, D.C. & P.R.	0.84	2.20	12.08	11.26	73.62

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	5	5	563	11	1,225	1,809
ALASKA	43	12	7	5	108	175
ARIZONA	169	39	93	736	1,497	2,534
ARKANSAS	5	7	937	79	1,944	2,972
CALIFORNIA	27	239	380	1,653	1,755	4,054
COLORADO	.	.	.	.	.	.
CONNECTICUT	9	22	159	189	1,194	1,573
DELAWARE	1	2	107	14	163	287
DISTRICT OF COLUMBIA	1	2	181	19	13	216
FLORIDA	61	143	4,237	2,703	9,357	16,501
GEORGIA	0	4	244	12	236	496
HAWAII	0	0	0	0	0	0
IDAHO	2	0	1	35	140	178
ILLINOIS	3	63	961	501	2,469	3,997
INDIANA	1	3	86	11	868	969
IOWA	5	7	33	44	769	858
KANSAS	9	6	71	58	491	635
KENTUCKY	0	6	386	14	3,221	3,627
LOUISIANA	0	0	95	1	88	184
MAINE	4	0	3	2	601	610
MARYLAND	13	27	374	28	813	1,255
MASSACHUSETTS	1	4	33	33	256	327
MICHIGAN	1	66	370	23	683	1,143
MINNESOTA	14	11	15	16	495	551
MISSISSIPPI	1	1	836	4	1,189	2,031
MISSOURI	0	1	17	0	97	115
MONTANA	39	0	0	0	75	114
NEBRASKA	28	14	70	96	1,158	1,366
NEVADA	7	1	4	16	55	83
NEW HAMPSHIRE	0	1	1	0	92	94
NEW JERSEY	1	21	197	162	736	1,117
NEW MEXICO	33	2	7	106	68	216
NEW YORK	0	9	16	30	227	282
NORTH CAROLINA	4	1	268	23	425	721
NORTH DAKOTA	11	0	2	2	83	98
OHIO	2	10	149	16	807	984
OKLAHOMA	153	6	73	31	508	771
OREGON	8	12	48	51	422	541
PENNSYLVANIA	2	6	111	27	365	511
PUERTO RICO	0	0	0	1,012	0	1,012
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	1	1	617	13	784	1,416
SOUTH DAKOTA	100	3	11	9	403	526
TENNESSEE	1	0	99	18	1,089	1,207
TEXAS	.	.	.	.	.	.
UTAH	40	5	10	50	664	769
VERMONT	0	0	1	0	230	231
VIRGINIA	5	10	186	23	714	938
WASHINGTON	43	38	46	218	1,018	1,363
WEST VIRGINIA	0	3	51	1	1,225	1,280
WISCONSIN	29	39	814	203	1,244	2,329
WYOMING	62	5	15	76	1,077	1,235
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	11	0	0	0	11
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	9	0	0	0	9
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	129	0	0	0	0	129
U.S. AND OUTLYING AREAS	1,073	877	12,985	8,374	43,141	66,450
50 STATES, D.C. & P.R.	944	857	12,985	8,374	43,141	66,301

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.28	0.28	31.12	0.61	67.72
ALASKA	24.57	6.86	4.00	2.86	61.71
ARIZONA	6.67	1.54	3.67	29.04	59.08
ARKANSAS	0.17	0.24	31.53	2.66	65.41
CALIFORNIA	0.67	5.90	9.37	40.77	43.29
COLORADO	.	.	.	.	.
CONNECTICUT	0.57	1.40	10.11	12.02	75.91
DELAWARE	0.35	0.70	37.28	4.88	56.79
DISTRICT OF COLUMBIA	0.46	0.93	83.80	8.80	6.02
FLORIDA	0.37	0.87	25.68	16.38	56.71
GEORGIA	0.00	0.81	49.19	2.42	47.58
HAWAII	.	.	.	.	.
IDAHO	1.12	0.00	0.56	19.66	78.65
ILLINOIS	0.08	1.58	24.04	12.53	61.77
INDIANA	0.10	0.31	8.88	1.14	89.58
IOWA	0.58	0.82	3.85	5.13	89.63
KANSAS	1.42	0.94	11.18	9.13	77.32
KENTUCKY	0.00	0.17	10.64	0.39	88.81
LOUISIANA	0.00	0.00	51.63	0.54	47.83
MAINE	0.66	0.00	0.49	0.33	98.52
MARYLAND	1.04	2.15	29.80	2.23	64.78
MASSACHUSETTS	0.31	1.22	10.09	10.09	78.29
MICHIGAN	0.09	5.77	32.37	2.01	59.76
MINNESOTA	2.54	2.00	2.72	2.90	89.84
MISSISSIPPI	0.05	0.05	41.16	0.20	58.54
MISSOURI	0.00	0.87	14.78	0.00	84.35
MONTANA	34.21	0.00	0.00	0.00	65.79
NEBRASKA	2.05	1.02	5.12	7.03	84.77
NEVADA	8.43	1.20	4.82	19.28	66.27
NEW HAMPSHIRE	0.00	1.06	1.06	0.00	97.87
NEW JERSEY	0.09	1.88	17.64	14.50	65.89
NEW MEXICO	15.28	0.93	3.24	49.07	31.48
NEW YORK	0.00	3.19	5.67	10.64	80.50
NORTH CAROLINA	0.55	0.14	37.17	3.19	58.95
NORTH DAKOTA	11.22	0.00	2.04	2.04	84.69
OHIO	0.20	1.02	15.14	1.63	82.01
OKLAHOMA	19.84	0.78	9.47	4.02	65.89
OREGON	1.48	2.22	8.87	9.43	78.00
PENNSYLVANIA	0.39	1.17	21.72	5.28	71.43
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.07	0.07	43.57	0.92	55.37
SOUTH DAKOTA	19.01	0.57	2.09	1.71	76.62
TENNESSEE	0.08	0.00	8.20	1.49	90.22
TEXAS	.	.	.	.	.
UTAH	5.20	0.65	1.30	6.50	86.35
VERMONT	0.00	0.00	0.43	0.00	99.57
VIRGINIA	0.53	1.07	19.83	2.45	76.12
WASHINGTON	3.15	2.79	3.37	15.99	74.69
WEST VIRGINIA	0.00	0.23	3.98	0.08	95.70
WISCONSIN	1.25	1.67	34.95	8.72	53.41
WYOMING	5.02	0.40	1.21	6.15	87.21
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.61	1.32	19.54	12.60	64.92
50 STATES, D.C. & P.R.	1.42	1.29	19.58	12.63	65.07

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	14	0	11	25
ALASKA	0	0	0	0	0	0
ARIZONA	1	2	7	59	44	113
ARKANSAS	0	0	3	1	4	8
CALIFORNIA	0	1	2	10	12	25
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	0	1	2	6	9
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	4	.	.	4
FLORIDA	0	2	1	2	21	26
GEORGIA	0	0	53	2	31	86
HAWAII	0	0	0	0	0	0
IDAHO	1	0	0	3	7	11
ILLINOIS	0	0	6	0	18	24
INDIANA	0	2	5	2	48	57
IOWA	0	0	0	0	2	2
KANSAS	0	0	0	0	0	0
KENTUCKY	0	0	1	0	5	6
LOUISIANA	0	0	4	0	2	6
MAINE	0	0	0	0	0	0
MARYLAND	0	1	8	2	54	65
MASSACHUSETTS	0	0	0	0	1	1
MICHIGAN	.	.	1	1	10	12
MINNESOTA	0	0	3	1	11	15
MISSISSIPPI	0	0	7	0	5	12
MISSOURI	0	0	0	0	2	2
MONTANA	0	0	0	0	8	8
NEBRASKA	0	0	1	0	4	5
NEVADA	0	0	0	0	1	1
NEW HAMPSHIRE	0	0	0	0	3	3
NEW JERSEY	0	0	7	3	13	23
NEW MEXICO	0	0	0	0	0	0
NEW YORK	8	26	219	124	1,130	1,507
NORTH CAROLINA	0	1	11	1	18	31
NORTH DAKOTA	1	0	0	0	2	3
OHIO	0	0	0	0	6	6
OKLAHOMA	1	0	1	0	5	7
OREGON	0	0	0	2	5	7
PENNSYLVANIA	0	0	2	0	28	30
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	1	1	1	3
SOUTH CAROLINA	0	0	6	0	10	16
SOUTH DAKOTA	7	0	0	0	0	7
TENNESSEE	0	0	0	0	0	0
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	1	1
VIRGINIA	0	0	3	1	11	15
WASHINGTON	0	0	0	0	2	2
WEST VIRGINIA	0	0	4	0	38	42
WISCONSIN	0	1	0	0	6	7
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	0	0	0	2
U.S. AND OUTLYING AREAS	21	36	375	217	1,586	2,235
50 STATES, D.C. & P.R.	19	36	375	217	1,586	2,233

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	56.00	0.00	44.00
ALASKA	.	.	.	.	.
ARIZONA	0.88	1.77	6.19	52.21	38.94
ARKANSAS	0.00	0.00	37.50	12.50	50.00
CALIFORNIA	0.00	4.00	8.00	40.00	48.00
COLORADO	.	.	.	.	.
CONNECTICUT	0.00	0.00	11.11	22.22	66.67
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	100.00	.	.
FLORIDA	0.00	7.69	3.85	7.69	80.77
GEORGIA	0.00	0.00	61.63	2.33	36.05
HAWAII	.	.	.	.	.
IDAHO	9.09	0.00	0.00	27.27	63.64
ILLINOIS	0.00	0.00	25.00	0.00	75.00
INDIANA	0.00	3.51	8.77	3.51	84.21
IOWA	0.00	0.00	0.00	0.00	100.00
KANSAS	.	.	.	.	.
KENTUCKY	0.00	0.00	16.67	0.00	83.33
LOUISIANA	0.00	0.00	66.67	0.00	33.33
MAINE	.	.	.	.	.
MARYLAND	0.00	1.54	12.31	3.08	83.08
MASSACHUSETTS	0.00	0.00	0.00	0.00	100.00
MICHIGAN	.	.	8.33	8.33	83.33
MINNESOTA	0.00	0.00	20.00	6.67	73.33
MISSISSIPPI	0.00	0.00	58.33	0.00	41.67
MISSOURI	0.00	0.00	0.00	0.00	100.00
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	0.00	0.00	20.00	0.00	80.00
NEVADA	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	30.43	13.04	56.52
NEW MEXICO	.	.	.	.	.
NEW YORK	0.53	1.73	14.53	8.23	74.98
NORTH CAROLINA	0.00	3.23	35.48	3.23	58.06
NORTH DAKOTA	33.33	0.00	0.00	0.00	66.67
OHIO	0.00	0.00	0.00	0.00	100.00
OKLAHOMA	14.29	0.00	14.29	0.00	71.43
OREGON	0.00	0.00	0.00	28.57	71.43
PENNSYLVANIA	0.00	0.00	6.67	0.00	93.33
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.00	0.00	33.33	33.33	33.33
SOUTH CAROLINA	0.00	0.00	37.50	0.00	62.50
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00
TENNESSEE	.	.	.	.	.
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	20.00	6.67	73.33
WASHINGTON	0.00	0.00	0.00	0.00	100.00
WEST VIRGINIA	0.00	0.00	9.52	0.00	90.48
WISCONSIN	0.00	14.29	0.00	0.00	85.71
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.94	1.61	16.78	9.71	70.96
50 STATES, D.C. & P.R.	0.85	1.61	16.79	9.72	71.03

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SEPARATE SCHOOL

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	1	17	0	27	45
ALASKA	26	9	29	18	107	189
ARIZONA	8	0	4	36	59	107
ARKANSAS	4	8	549	20	889	1,470
CALIFORNIA	4	32	50	218	230	534
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	4	76	80	112	272
DELAWARE	0	3	21	3	33	60
DISTRICT OF COLUMBIA	1	1	111	5	9	127
FLORIDA	10	4	157	79	282	532
GEORGIA	0	5	104	21	73	203
HAWAII	0	17	0	0	6	23
IDAHO	0	0	0	0	0	0
ILLINOIS	0	35	432	235	1,056	1,758
INDIANA	0	3	14	5	242	264
IOWA	0	0	6	0	28	34
KANSAS	0	1	1	0	12	14
KENTUCKY	0	2	16	2	138	158
LOUISIANA	1	4	89	1	83	178
MAINE	1	2	8	0	153	164
MARYLAND	2	18	279	25	218	542
MASSACHUSETTS	0	1	10	10	79	100
MICHIGAN	32	16	126	40	2,566	2,780
MINNESOTA	0	0	0	0	10	10
MISSISSIPPI	0	1	86	3	114	204
MISSOURI	0	2	81	51	335	469
MONTANA	0	2	0	3	50	55
NEBRASKA	8	5	7	25	191	236
NEVADA	5	2	9	18	52	86
NEW HAMPSHIRE	0	0	0	0	9	9
NEW JERSEY	3	102	293	215	1,211	1,824
NEW MEXICO	13	0	1	6	7	27
NEW YORK	0	0	0	0	2	2
NORTH CAROLINA	4	6	335	27	384	756
NORTH DAKOTA	0	0	0	0	10	10
OHIO	0	19	455	108	2,901	3,483
OKLAHOMA	37	0	9	1	108	155
OREGON	0	0	1	4	54	59
PENNSYLVANIA	0	6	82	24	248	360
PUERTO RICO	0	0	0	268	0	268
RHODE ISLAND	0	0	1	5	32	38
SOUTH CAROLINA	0	0	19	0	26	45
SOUTH DAKOTA	0	0	0	0	3	3
TENNESSEE	0	1	34	3	193	231
TEXAS	.	.	.	.	.	.
UTAH	6	4	5	18	250	283
VERMONT	0	2	0	1	24	27
VIRGINIA	0	1	24	2	70	97
WASHINGTON	1	11	22	3	65	102
WEST VIRGINIA	0	0	2	0	15	17
WISCONSIN	14	1	0	3	79	97
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	1	0	0	0	1
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	180	332	3,565	1,586	12,845	18,508
50 STATES, D.C. & P.R.	180	331	3,565	1,586	12,845	18,507

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SEPARATE SCHOOL

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	2.22	37.78	0.00	60.00
ALASKA	13.76	4.76	15.34	9.52	56.61
ARIZONA	7.48	0.00	3.74	33.64	55.14
ARKANSAS	0.27	0.54	37.35	1.36	60.48
CALIFORNIA	0.75	5.99	9.36	40.82	43.07
COLORADO	.	.	.	.	.
CONNECTICUT	0.00	1.47	27.94	29.41	41.18
DELAWARE	0.00	5.00	35.00	5.00	55.00
DISTRICT OF COLUMBIA	0.79	0.79	87.40	3.94	7.09
FLORIDA	1.88	0.75	29.51	14.85	53.01
GEORGIA	0.00	2.46	51.23	10.34	35.96
HAWAII	0.00	73.91	0.00	0.00	26.09
IDAHO	.	.	.	.	.
ILLINOIS	0.00	1.99	24.57	13.37	60.07
INDIANA	0.00	1.14	5.30	1.89	91.67
IOWA	0.00	0.00	17.65	0.00	82.35
KANSAS	0.00	7.14	7.14	0.00	85.71
KENTUCKY	0.00	1.27	10.13	1.27	87.34
LOUISIANA	0.56	2.25	50.00	0.56	46.63
MAINE	0.61	1.22	4.88	0.00	93.29
MARYLAND	0.37	3.32	51.48	4.61	40.22
MASSACHUSETTS	0.00	1.00	10.00	10.00	79.00
MICHIGAN	1.15	0.58	4.53	1.44	92.30
MINNESOTA	0.00	0.00	0.00	0.00	100.00
MISSISSIPPI	0.00	0.49	42.16	1.47	55.88
MISSOURI	0.00	0.43	17.27	10.87	71.43
MONTANA	0.00	3.64	0.00	5.45	90.91
NEBRASKA	3.39	2.12	2.97	10.59	80.93
NEVADA	5.81	2.33	10.47	20.93	60.47
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.16	5.59	16.06	11.79	66.39
NEW MEXICO	48.15	0.00	3.70	22.22	25.93
NEW YORK	0.00	0.00	0.00	0.00	100.00
NORTH CAROLINA	0.53	0.79	44.31	3.57	50.79
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.00	0.55	13.06	3.10	83.29
OKLAHOMA	23.87	0.00	5.81	0.65	69.68
OREGON	0.00	0.00	1.69	6.78	91.53
PENNSYLVANIA	0.00	1.67	22.78	6.67	68.89
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	2.63	13.16	84.21
SOUTH CAROLINA	0.00	0.00	42.22	0.00	57.78
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.43	14.72	1.30	83.55
TEXAS	.	.	.	.	.
UTAH	2.12	1.41	1.77	6.36	88.34
VERMONT	0.00	7.41	0.00	3.70	88.89
VIRGINIA	0.00	1.03	24.74	2.06	72.16
WASHINGTON	0.98	10.78	21.57	2.94	63.73
WEST VIRGINIA	0.00	0.00	11.76	0.00	88.24
WISCONSIN	14.43	1.03	0.00	3.09	81.44
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.97	1.79	19.26	8.57	69.40
50 STATES, D.C. & P.R.	0.97	1.79	19.26	8.57	69.41

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
ITINERANT SERVICE OUTSIDE THE HOME

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	17	3	6	4	112	142
ARIZONA	12	1	1	77	40	131
ARKANSAS	6	1	192	12	922	1,133
CALIFORNIA	60	531	843	3,667	3,893	8,994
COLORADO	.	.	.	.	.	.
CONNECTICUT	2	7	38	53	606	706
DELAWARE	0	0	9	2	10	21
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0
IDAHO	0	0	0	1	65	66
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	7	12	32	26	1,497	1,574
KANSAS	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0
MAINE	0	0	0	0	0	0
MARYLAND	5	27	264	27	966	1,289
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	26	125	442	77	3,446	4,116
MINNESOTA	0	5	6	0	208	219
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	1	4	37	5	1,102	1,149
MONTANA	5	1	0	1	30	37
NEBRASKA	.	.	.	.	.	.
NEVADA	3	2	13	20	141	179
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	1	35	72	113	753	974
NEW MEXICO	0	0	0	0	0	0
NEW YORK	35	229	1,118	1,342	2,013	4,737
NORTH CAROLINA	6	3	156	17	782	964
NORTH DAKOTA	1	0	3	2	138	144
OHIO	1	5	109	15	938	1,068
OKLAHOMA	0	0	0	0	0	0
OREGON	3	1	5	29	367	405
PENNSYLVANIA	13	21	117	40	1,612	1,803
PUERTO RICO	0	0	0	35	0	35
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	3	15	1,610	47	2,005	3,680
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	3	6	340	24	1,370	1,743
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	2	112	114
VERMONT	0	0	0	0	1	1
VIRGINIA	4	25	428	92	2,214	2,763
WASHINGTON	16	21	30	39	643	749
WEST VIRGINIA	0	1	11	0	464	476
WISCONSIN	13	24	146	51	2,166	2,400
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	56	0	4	0	60
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	243	1,161	6,028	5,824	28,616	41,872
50 STATES, D.C. & P.R.	243	1,105	6,028	5,820	28,616	41,812

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
ITINERANT SERVICE OUTSIDE THE HOME

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	11.97	2.11	4.23	2.82	78.87
ARIZONA	9.16	0.76	0.76	58.78	30.53
ARKANSAS	0.53	0.09	16.95	1.06	81.38
CALIFORNIA	0.67	5.90	9.37	40.77	43.28
COLORADO	.	.	.	.	.
CONNECTICUT	0.28	0.99	5.38	7.51	85.84
DELAWARE	0.00	0.00	42.86	9.52	47.62
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	0.00	0.00	0.00	1.52	98.48
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.44	0.76	2.03	1.65	95.11
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.39	2.09	20.48	2.09	74.94
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.63	3.04	10.74	1.87	83.72
MINNESOTA	0.00	2.28	2.74	0.00	94.98
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.09	0.35	3.22	0.44	95.91
MONTANA	13.51	2.70	0.00	2.70	81.08
NEBRASKA	.	.	.	.	.
NEVADA	1.68	1.12	7.26	11.17	78.77
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	0.10	3.59	7.39	11.60	77.31
NEW MEXICO	.	.	.	.	.
NEW YORK	0.74	4.83	23.60	28.33	42.50
NORTH CAROLINA	0.62	0.31	16.18	1.76	81.12
NORTH DAKOTA	0.69	0.00	2.08	1.39	95.83
OHIO	0.09	0.47	10.21	1.40	87.83
OKLAHOMA	.	.	.	.	.
OREGON	0.74	0.25	1.23	7.16	90.62
PENNSYLVANIA	0.72	1.16	6.49	2.22	89.41
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.08	0.41	43.75	1.28	54.48
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.17	0.34	19.51	1.38	78.60
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	1.75	98.25
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.14	0.90	15.49	3.33	80.13
WASHINGTON	2.14	2.80	4.01	5.21	85.85
WEST VIRGINIA	0.00	0.21	2.31	0.00	97.48
WISCONSIN	0.54	1.00	6.08	2.13	90.25
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	93.33	0.00	6.67	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.58	2.77	14.40	13.91	68.34
50 STATES, D.C. & P.R.	0.58	2.64	14.42	13.92	68.44

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
REVERSE MAINSTREAM SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	0	0	0	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	44	0	58	102
CALIFORNIA	5	45	71	309	327	757
COLORADO	.	.	.	.	.	.
CONNECTICUT	8	27	52	71	1,084	1,242
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0
IDAHO	30	8	8	101	1,026	1,173
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	2	2	4	1	198	207
KANSAS	18	20	203	209	1,672	2,122
KENTUCKY	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	1	0	4	5
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	1	0	1	1	34	37
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	.	.	.	.	.	.
MONTANA	0	0	1	0	7	8
NEBRASKA	.	.	.	.	.	.
NEVADA	1	7	8	15	46	77
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	1	3	54	4	103	165
NORTH DAKOTA	2	0	3	2	30	37
OHIO	4	14	169	20	1,258	1,465
OKLAHOMA	0	0	0	0	0	0
OREGON	3	2	0	23	180	208
PENNSYLVANIA	0	1	7	3	67	78
PUERTO RICO	0	0	0	191	0	191
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0	0	92	0	70	162
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	0	1	7	2	154	164
TEXAS	.	.	.	.	.	.
UTAH	0	3	8	18	302	331
VERMONT	0	0	0	0	3	3
VIRGINIA	0	0	15	1	48	64
WASHINGTON	2	4	1	11	147	165
WEST VIRGINIA	0	0	17	0	194	211
WISCONSIN	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	.	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	77	137	766	982	7,012	8,974
50 STATES, D.C. & P.R.	77	137	766	982	7,012	8,974

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
REVERSE MAINSTREAM SETTING

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	43.14	0.00	56.86
CALIFORNIA	0.66	5.94	9.38	40.82	43.20
COLORADO	.	.	.	.	.
CONNECTICUT	0.64	2.17	4.19	5.72	87.28
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	2.56	0.68	0.68	8.61	87.47
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.97	0.97	1.93	0.48	95.65
KANSAS	0.85	0.94	9.57	9.85	78.79
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.00	0.00	20.00	0.00	80.00
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	2.70	0.00	2.70	2.70	91.89
MISSISSIPPI	.	.	.	.	.
MISSOURI	.	.	.	.	.
MONTANA	0.00	0.00	12.50	0.00	87.50
NEBRASKA	.	.	.	.	.
NEVADA	1.30	9.09	10.39	19.48	59.74
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	.	.	.	.	.
NEW MEXICO	.	.	.	.	.
NEW YORK	.	.	.	.	.
NORTH CAROLINA	0.61	1.82	32.73	2.42	62.42
NORTH DAKOTA	5.41	0.00	8.11	5.41	81.08
OHIO	0.27	0.96	11.54	1.37	85.87
OKLAHOMA	.	.	.	.	.
OREGON	1.44	0.96	0.00	11.06	86.54
PENNSYLVANIA	0.00	1.28	8.97	3.85	85.90
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	56.79	0.00	43.21
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	0.61	4.27	1.22	93.90
TEXAS	.	.	.	.	.
UTAH	0.00	0.91	2.42	5.44	91.24
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	23.44	1.56	75.00
WASHINGTON	1.21	2.42	0.61	6.67	89.09
WEST VIRGINIA	0.00	0.00	8.06	0.00	91.94
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.86	1.53	8.54	10.94	78.14
50 STATES, D.C. & P.R.	0.86	1.53	8.54	10.94	78.14

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Number) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	17	29	2,729	44	4,500	7,319
ALASKA	471	57	82	52	971	1,633
ARIZONA	627	118	389	2,922	5,020	9,076
ARKANSAS	26	30	2,499	179	6,297	9,031
CALIFORNIA	394	3,475	5,478	23,836	25,302	58,485
COLORADO	0	0	0	0	0	0
CONNECTICUT	35	107	873	1,028	5,232	7,275
DELAWARE	4	16	466	92	1,063	1,641
DISTRICT OF COLUMBIA	2	3	477	49	29	560
FLORIDA	118	296	7,199	4,159	17,474	29,246
GEORGIA	20	119	5,612	504	9,667	15,922
HAWAII	8	1,393	43	59	357	1,860
IDAHO	60	20	38	429	3,018	3,565
ILLINOIS	30	380	4,158	2,252	20,869	27,689
INDIANA	25	58	1,242	302	12,872	14,499
IOWA	25	45	242	147	5,140	5,599
KANSAS	67	59	653	580	5,975	7,334
KENTUCKY	8	66	1,563	98	14,162	15,897
LOUISIANA	34	36	4,205	91	5,305	9,671
MAINE	23	21	39	30	3,841	3,954
MARYLAND	39	256	3,179	337	5,939	9,750
MASSACHUSETTS	29	189	1,458	1,472	11,420	14,568
MICHIGAN	142	527	3,033	422	15,112	19,236
MINNESOTA	286	254	766	362	9,702	11,370
MISSISSIPPI	5	13	2,836	28	3,930	6,812
MISSOURI	16	62	1,446	178	8,981	10,683
MONTANA	216	12	18	18	1,350	1,614
NEBRASKA	66	35	162	240	2,901	3,404
NEVADA	88	91	385	702	2,398	3,664
NEW HAMPSHIRE	10	17	23	41	2,019	2,110
NEW JERSEY	27	518	2,471	2,138	10,904	16,058
NEW MEXICO	657	42	120	2,412	1,884	5,115
NEW YORK	221	884	5,496	5,831	20,354	32,786
NORTH CAROLINA	363	108	5,819	434	10,637	17,361
NORTH DAKOTA	95	6	26	20	1,136	1,283
OHIO	17	115	2,310	253	16,646	19,341
OKLAHOMA	961	41	606	216	4,253	6,077
OREGON	77	76	111	537	3,679	4,480
PENNSYLVANIA	51	172	2,857	853	15,979	19,912
PUERTO RICO	0	1	0	6,273	0	6,274
RHODE ISLAND	12	16	106	302	2,215	2,651
SOUTH CAROLINA	12	36	5,419	114	5,788	11,369
SOUTH DAKOTA	379	12	43	36	1,797	2,267
TENNESSEE	19	49	1,907	119	8,596	10,690
TEXAS	0	0	0	0	0	0
UTAH	152	71	68	357	5,251	5,899
VERMONT	3	7	10	2	1,148	1,170
VIRGINIA	40	255	3,405	667	9,656	14,023
WASHINGTON	342	441	639	1,454	8,747	11,623
WEST VIRGINIA	1	19	192	8	5,189	5,409
WISCONSIN	178	172	1,653	487	11,442	13,932
WYOMING	100	10	27	152	1,847	2,136
AMERICAN SAMOA	0	55	0	0	0	55
GUAM	1	177	5	6	6	195
NORTHERN MARIANAS	0	49	0	0	2	51
PALAU	0	14	0	0	0	14
VIRGIN ISLANDS	0	0	120	44	3	167
BUR. OF INDIAN AFFAIRS	447	0	0	0	0	447
U.S. AND OUTLYING AREAS	7,046	11,130	84,703	63,368	358,005	524,252
50 STATES, D.C. & P.R.	6,598	10,835	84,578	63,318	357,994	523,323

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Racial/Ethnic Composition (Percentage) of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.40	37.29	0.60	61.48
ALASKA	28.84	3.49	5.02	3.18	59.46
ARIZONA	6.91	1.30	4.29	32.19	55.31
ARKANSAS	0.29	0.33	27.67	1.98	69.73
CALIFORNIA	0.67	5.94	9.37	40.76	43.26
COLORADO	.	.	.	.	.
CONNECTICUT	0.48	1.47	12.00	14.13	71.92
DELAWARE	0.24	0.98	28.40	5.61	64.78
DISTRICT OF COLUMBIA	0.36	0.54	85.18	8.75	5.18
FLORIDA	0.40	1.01	24.62	14.22	59.75
GEORGIA	0.13	0.75	35.25	3.17	60.71
HAWAII	0.43	74.89	2.31	3.17	19.19
IDAHO	1.68	0.56	1.07	12.03	84.66
ILLINOIS	0.11	1.37	15.02	8.13	75.37
INDIANA	0.17	0.40	8.57	2.08	88.78
IOWA	0.45	0.80	4.32	2.63	91.80
KANSAS	0.91	0.80	8.90	7.91	81.47
KENTUCKY	0.05	0.42	9.83	0.62	89.09
LOUISIANA	0.35	0.37	43.48	0.94	54.85
MAINE	0.58	0.53	0.99	0.76	97.14
MARYLAND	0.40	2.63	32.61	3.46	60.91
MASSACHUSETTS	0.20	1.30	10.01	10.10	78.39
MICHIGAN	0.74	2.74	15.77	2.19	78.56
MINNESOTA	2.52	2.23	6.74	3.18	85.33
MISSISSIPPI	0.07	0.19	41.63	0.41	57.69
MISSOURI	0.15	0.58	13.54	1.67	84.07
MONTANA	13.38	0.74	1.12	1.12	83.64
NEBRASKA	1.94	1.03	4.76	7.05	85.22
NEVADA	2.40	2.48	10.51	19.16	65.45
NEW HAMPSHIRE	0.47	0.81	1.09	1.94	95.69
NEW JERSEY	0.17	3.23	15.39	13.31	67.90
NEW MEXICO	12.84	0.82	2.35	47.16	36.83
NEW YORK	0.67	2.70	16.76	17.79	62.08
NORTH CAROLINA	2.09	0.62	33.52	2.50	61.27
NORTH DAKOTA	7.40	0.47	2.03	1.56	88.54
OHIO	0.09	0.59	11.94	1.31	86.07
OKLAHOMA	15.81	0.67	9.97	3.55	69.99
OREGON	1.72	1.70	2.48	11.99	82.12
PENNSYLVANIA	0.26	0.86	14.35	4.28	80.25
PUERTO RICO	0.00	0.02	0.00	99.98	0.00
RHODE ISLAND	0.45	0.60	4.00	11.39	83.55
SOUTH CAROLINA	0.11	0.32	47.66	1.00	50.91
SOUTH DAKOTA	16.72	0.53	1.90	1.59	79.27
TENNESSEE	0.18	0.46	17.84	1.11	80.41
TEXAS	.	.	.	.	.
UTAH	2.58	1.20	1.15	6.05	89.02
VERMONT	0.26	0.60	0.85	0.17	98.12
VIRGINIA	0.29	1.82	24.28	4.76	68.86
WASHINGTON	2.94	3.79	5.50	12.51	75.26
WEST VIRGINIA	0.02	0.35	3.55	0.15	95.93
WISCONSIN	1.28	1.23	11.86	3.50	82.13
WYOMING	4.68	0.47	1.26	7.12	86.47
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.51	90.77	2.56	3.08	3.08
NORTHERN MARIANAS	0.00	96.08	0.00	0.00	3.92
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	71.86	26.35	1.80
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.34	2.12	16.16	12.09	68.29
50 STATES, D.C. & P.R.	1.26	2.07	16.16	12.10	68.41

Data based on the December 1, 1999 count, updated as of August 30, 2001.
Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS LESS THAN 21% OF THE DAY

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	251	115	17,285	278	30,241	48,170
ALASKA	2,938	253	434	236	5,472	9,333
ARIZONA	3,008	334	1,766	11,500	23,487	40,095
ARKANSAS	118	67	3,915	346	15,457	19,903
CALIFORNIA	2,579	15,442	32,047	110,335	127,522	287,925
COLORADO	601	647	3,148	9,804	34,789	48,989
CONNECTICUT	119	360	4,642	4,055	28,882	38,058
DELAWARE	7	30	1,476	185	2,661	4,359
DISTRICT OF COLUMBIA	.	1	1,436	79	42	1,558
FLORIDA	472	1,398	41,272	17,927	101,572	162,641
GEORGIA	66	366	17,201	1,143	33,319	52,095
HAWAII	19	2,970	101	129	752	3,971
IDAHO	261	81	100	1,555	14,617	16,614
ILLINOIS	111	1,303	16,446	9,649	69,493	97,002
INDIANA	101	226	5,931	1,228	71,164	78,650
IOWA	136	232	1,230	653	29,293	31,544
KANSAS	314	227	2,386	1,681	26,844	31,452
KENTUCKY	16	78	3,468	161	34,018	37,741
LOUISIANA	311	178	14,840	314	19,108	34,751
MAINE	62	56	138	106	15,686	16,048
MARYLAND	169	803	13,965	1,469	30,730	47,136
MASSACHUSETTS	192	1,249	9,606	9,702	75,310	96,059
MICHIGAN	719	2,428	11,947	1,926	70,927	87,947
MINNESOTA	1,698	1,698	4,276	1,632	52,629	61,933
MISSISSIPPI	31	66	12,496	69	13,956	26,618
MISSOURI	107	239	10,786	655	52,751	64,538
MONTANA	1,319	56	54	124	7,992	9,545
NEBRASKA	480	205	1,209	1,145	20,259	23,298
NEVADA	483	421	1,568	2,632	10,884	15,988
NEW HAMPSHIRE	40	72	136	266	19,150	19,664
NEW JERSEY	93	2,383	12,251	8,834	66,431	89,992
NEW MEXICO	1,520	114	299	6,407	5,211	13,551
NEW YORK	950	4,257	37,809	33,871	115,698	192,585
NORTH CAROLINA	1,492	582	25,983	1,789	60,671	90,517
NORTH DAKOTA	830	68	103	149	8,676	9,826
OHIO	207	707	17,414	1,920	120,367	140,615
OKLAHOMA	5,413	175	3,684	1,195	26,073	36,540
OREGON	1,032	741	1,321	4,005	42,651	49,750
PENNSYLVANIA	150	703	8,200	2,490	72,071	83,614
PUERTO RICO	0	0	1	30,467	0	30,468
RHODE ISLAND	46	119	668	1,026	11,103	12,962
SOUTH CAROLINA	56	109	11,802	289	17,295	29,551
SOUTH DAKOTA	1,402	67	121	82	7,591	9,263
TENNESSEE	52	196	9,565	375	42,001	52,189
TEXAS	427	1,449	17,638	43,166	65,724	128,404
UTAH	467	301	289	1,519	19,144	21,720
VERMONT	20	46	71	25	9,350	9,512
VIRGINIA	108	973	12,000	1,687	39,261	54,029
WASHINGTON	1,890	1,913	3,098	4,212	42,498	53,611
WEST VIRGINIA	21	63	821	78	20,813	21,796
WISCONSIN	607	890	3,539	1,338	38,143	44,517
WYOMING	221	14	57	368	5,461	6,121
AMERICAN SAMOA	0	285	0	0	0	285
GUAM	3	542	8	8	30	591
NORTHERN MARIANAS	0	364	0	0	0	364
PALAU	0	42	0	0	0	42
VIRGIN ISLANDS	0	0	313	99	11	423
BUR. OF INDIAN AFFAIRS	4,870	0	0	4	25	4,899
U.S. AND OUTLYING AREAS	38,605	48,704	402,360	336,387	1,875,306	2,701,362
50 STATES, D.C. & P.R.	33,732	47,471	402,039	336,276	1,875,240	2,694,758

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS LESS THAN 21% OF THE DAY

State	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.52	0.24	35.88	0.58	62.78
ALASKA	31.48	2.71	4.65	2.53	58.63
ARIZONA	7.50	0.83	4.40	28.68	58.58
ARKANSAS	0.59	0.34	19.67	1.74	77.66
CALIFORNIA	0.90	5.36	11.13	38.32	44.29
COLORADO	1.23	1.32	6.43	20.01	71.01
CONNECTICUT	0.31	0.95	12.20	10.65	75.89
DELAWARE	0.16	0.69	33.86	4.24	61.05
DISTRICT OF COLUMBIA	.	0.06	92.17	5.07	2.70
FLORIDA	0.29	0.86	25.38	11.02	62.45
GEORGIA	0.13	0.70	33.02	2.19	63.96
HAWAII	0.48	74.79	2.54	3.25	18.94
IDAHO	1.57	0.49	0.60	9.36	87.98
ILLINOIS	0.11	1.34	16.95	9.95	71.64
INDIANA	0.13	0.29	7.54	1.56	90.48
IOWA	0.43	0.74	3.90	2.07	92.86
KANSAS	1.00	0.72	7.59	5.34	85.35
KENTUCKY	0.04	0.21	9.19	0.43	90.14
LOUISIANA	0.89	0.51	42.70	0.90	54.99
MAINE	0.39	0.35	0.86	0.66	97.74
MARYLAND	0.36	1.70	29.63	3.12	65.19
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.82	2.76	13.58	2.19	80.65
MINNESOTA	2.74	2.74	6.90	2.64	84.98
MISSISSIPPI	0.12	0.25	46.95	0.26	52.43
MISSOURI	0.17	0.37	16.71	1.01	81.74
MONTANA	13.82	0.59	0.57	1.30	83.73
NEBRASKA	2.06	0.88	5.19	4.91	86.96
NEVADA	3.02	2.63	9.81	16.46	68.08
NEW HAMPSHIRE	0.20	0.37	0.69	1.35	97.39
NEW JERSEY	0.10	2.65	13.61	9.82	73.82
NEW MEXICO	11.22	0.84	2.21	47.28	38.45
NEW YORK	0.49	2.21	19.63	17.59	60.08
NORTH CAROLINA	1.65	0.64	28.71	1.98	67.03
NORTH DAKOTA	8.45	0.69	1.05	1.52	88.30
OHIO	0.15	0.50	12.38	1.37	85.60
OKLAHOMA	14.81	0.48	10.08	3.27	71.35
OREGON	2.07	1.49	2.66	8.05	85.73
PENNSYLVANIA	0.18	0.84	9.81	2.98	86.19
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.35	0.92	5.15	7.92	85.66
SOUTH CAROLINA	0.19	0.37	39.94	0.98	58.53
SOUTH DAKOTA	15.14	0.72	1.31	0.89	81.95
TENNESSEE	0.10	0.38	18.33	0.72	80.48
TEXAS	0.33	1.13	13.74	33.62	51.19
UTAH	2.15	1.39	1.33	6.99	88.14
VERMONT	0.21	0.48	0.75	0.26	98.30
VIRGINIA	0.20	1.80	22.21	3.12	72.67
WASHINGTON	3.53	3.57	5.78	7.86	79.27
WEST VIRGINIA	0.10	0.29	3.77	0.36	95.49
WISCONSIN	1.36	2.00	7.95	3.01	85.68
WYOMING	3.61	0.23	0.93	6.01	89.22
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.51	91.71	1.35	1.35	5.08
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	74.00	23.40	2.60
BUR. OF INDIAN AFFAIRS	99.41	0.00	0.00	0.08	0.51
U.S. AND OUTLYING AREAS	1.43	1.80	14.89	12.45	69.42
50 STATES, D.C. & P.R.	1.25	1.76	14.92	12.48	69.59

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS BETWEEN 21% AND 60% OF THE DAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	215	65	15,785	191	17,368	33,624
ALASKA	1,491	140	345	135	2,383	4,494
ARIZONA	2,898	175	1,594	9,186	13,047	26,900
ARKANSAS	119	61	6,973	432	15,491	23,076
CALIFORNIA	1,303	5,236	13,803	45,965	51,257	117,564
COLORADO	165	125	970	2,721	6,897	10,878
CONNECTICUT	76	148	2,273	2,102	9,916	14,515
DELAWARE	18	29	3,313	411	3,871	7,642
DISTRICT OF COLUMBIA	2	13	3,120	124	137	3,396
FLORIDA	259	473	25,637	15,368	44,010	85,747
GEORGIA	56	426	17,637	1,393	33,092	52,604
HAWAII	60	9,317	318	403	2,358	12,456
IDAHO	229	28	46	976	5,176	6,455
ILLINOIS	66	557	13,139	7,257	51,803	72,822
INDIANA	43	44	2,699	432	18,400	21,618
IOWA	146	171	1,124	754	20,104	22,299
KANSAS	170	74	1,732	1,050	10,175	13,201
KENTUCKY	6	53	3,887	132	20,031	24,109
LOUISIANA	136	65	11,147	134	10,603	22,085
MAINE	32	44	94	64	9,918	10,152
MARYLAND	73	319	8,858	934	12,101	22,285
MASSACHUSETTS	44	286	2,196	2,218	17,220	21,964
MICHIGAN	556	917	6,649	1,637	42,857	52,616
MINNESOTA	855	536	2,028	750	17,159	21,328
MISSISSIPPI	17	37	9,301	56	6,412	15,823
MISSOURI	100	123	6,218	478	32,370	39,289
MONTANA	973	29	51	123	4,380	5,556
NEBRASKA	227	60	1,094	678	7,701	9,760
NEVADA	266	224	1,991	2,278	5,749	10,508
NEW HAMPSHIRE	11	18	32	51	4,223	4,335
NEW JERSEY	96	940	10,599	8,039	31,626	51,300
NEW MEXICO	2,017	82	459	7,715	4,757	15,030
NEW YORK	212	497	6,837	3,823	39,907	51,276
NORTH CAROLINA	859	164	15,097	814	17,252	34,186
NORTH DAKOTA	252	11	19	33	1,498	1,813
OHIO	70	185	15,884	1,136	36,814	54,089
OKLAHOMA	4,502	103	4,849	1,416	19,201	30,071
OREGON	295	159	314	787	8,594	10,149
PENNSYLVANIA	139	347	8,905	2,410	56,939	68,740
PUERTO RICO	9	2	3	8,212	0	8,226
RHODE ISLAND	49	27	191	290	4,600	5,157
SOUTH CAROLINA	66	65	17,817	282	18,920	37,150
SOUTH DAKOTA	589	19	50	52	2,659	3,369
TENNESSEE	34	111	10,964	328	28,135	39,572
TEXAS	793	1,540	43,523	88,569	102,212	236,637
UTAH	492	289	208	1,508	12,756	15,253
VERMONT	5	6	15	5	1,202	1,233
VIRGINIA	102	776	13,861	2,574	31,536	48,849
WASHINGTON	1,472	1,069	2,388	4,070	25,526	34,525
WEST VIRGINIA	20	20	939	47	15,727	16,753
WISCONSIN	907	674	6,261	1,697	34,596	44,135
WYOMING	125	16	69	325	3,212	3,747
AMERICAN SAMOA	0	306	0	0	0	306
GUAM	0	767	6	6	12	791
NORTHERN MARIANAS	0	123	0	0	0	123
PALAU	0	53	0	0	0	53
VIRGIN ISLANDS	0	0	608	173	0	781
BUR. OF INDIAN AFFAIRS	2,380	0	0	0	4	2,384
U.S. AND OUTLYING AREAS	26,097	28,144	323,920	232,744	993,894	1,604,799
50 STATES, D.C. & P.R.	23,717	26,895	323,306	232,565	993,878	1,600,361

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS BETWEEN 21% AND 60% OF THE DAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.64	0.19	46.95	0.57	51.65
ALASKA	33.18	3.12	7.68	3.00	53.03
ARIZONA	10.77	0.65	5.93	34.15	48.50
ARKANSAS	0.52	0.26	30.22	1.87	67.13
CALIFORNIA	1.11	4.45	11.74	39.10	43.60
COLORADO	1.52	1.15	8.92	25.01	63.40
CONNECTICUT	0.52	1.02	15.66	14.48	68.32
DELAWARE	0.24	0.38	43.35	5.38	50.65
DISTRICT OF COLUMBIA	0.06	0.38	91.87	3.65	4.03
FLORIDA	0.30	0.55	29.90	17.92	51.33
GEORGIA	0.11	0.81	33.53	2.65	62.91
HAWAII	0.48	74.80	2.55	3.24	18.93
IDAHO	3.55	0.43	0.71	15.12	80.19
ILLINOIS	0.09	0.76	18.04	9.97	71.14
INDIANA	0.20	0.20	12.48	2.00	85.11
IOWA	0.65	0.77	5.04	3.38	90.16
KANSAS	1.29	0.56	13.12	7.95	77.08
KENTUCKY	0.02	0.22	16.12	0.55	83.09
LOUISIANA	0.62	0.29	50.47	0.61	48.01
MAINE	0.32	0.43	0.93	0.63	97.70
MARYLAND	0.33	1.43	39.75	4.19	54.30
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	1.06	1.74	12.64	3.11	81.45
MINNESOTA	4.01	2.51	9.51	3.52	80.45
MISSISSIPPI	0.11	0.23	58.78	0.35	40.52
MISSOURI	0.25	0.31	15.83	1.22	82.39
MONTANA	17.51	0.52	0.92	2.21	78.83
NEBRASKA	2.33	0.61	11.21	6.95	78.90
NEVADA	2.53	2.13	18.95	21.68	54.71
NEW HAMPSHIRE	0.25	0.42	0.74	1.18	97.42
NEW JERSEY	0.19	1.83	20.66	15.67	61.65
NEW MEXICO	13.42	0.55	3.05	51.33	31.65
NEW YORK	0.41	0.97	13.33	7.46	77.83
NORTH CAROLINA	2.51	0.48	44.16	2.38	50.47
NORTH DAKOTA	13.90	0.61	1.05	1.82	82.63
OHIO	0.13	0.34	29.37	2.10	68.06
OKLAHOMA	14.97	0.34	16.13	4.71	63.85
OREGON	2.91	1.57	3.09	7.75	84.68
PENNSYLVANIA	0.20	0.50	12.95	3.51	82.83
PUERTO RICO	0.11	0.02	0.04	99.83	0.00
RHODE ISLAND	0.95	0.52	3.70	5.62	89.20
SOUTH CAROLINA	0.18	0.17	47.96	0.76	50.93
SOUTH DAKOTA	17.48	0.56	1.48	1.54	78.93
TENNESSEE	0.09	0.28	27.71	0.83	71.10
TEXAS	0.34	0.65	18.39	37.43	43.19
UTAH	3.23	1.89	1.36	9.89	83.63
VERMONT	0.41	0.49	1.22	0.41	97.49
VIRGINIA	0.21	1.59	28.38	5.27	64.56
WASHINGTON	4.26	3.10	6.92	11.79	73.93
WEST VIRGINIA	0.12	0.12	5.60	0.28	93.88
WISCONSIN	2.06	1.53	14.19	3.85	78.39
WYOMING	3.34	0.43	1.84	8.67	85.72
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	96.97	0.76	0.76	1.52
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	77.85	22.15	0.00
BUR. OF INDIAN AFFAIRS	99.83	0.00	0.00	0.00	0.17
U.S. AND OUTLYING AREAS	1.63	1.75	20.18	14.50	61.93
50 STATES, D.C. & P.R.	1.48	1.68	20.20	14.53	62.10

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS MORE THAN 60% OF THE DAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	29	31	4,288	54	3,506	7,908
ALASKA	438	66	113	73	1,023	1,713
ARIZONA	1,043	131	1,134	4,935	7,474	14,717
ARKANSAS	47	31	2,654	115	4,658	7,505
CALIFORNIA	1,204	8,338	24,739	70,209	51,809	156,299
COLORADO	77	107	795	1,360	3,815	6,154
CONNECTICUT	42	77	3,097	2,889	4,820	10,925
DELAWARE	4	13	828	134	943	1,922
DISTRICT OF COLUMBIA	.	9	453	46	32	540
FLORIDA	139	404	28,166	12,995	30,114	71,818
GEORGIA	36	307	21,793	1,043	17,602	40,781
HAWAII	20	3,134	106	136	793	4,189
IDAHO	26	19	12	243	1,475	1,775
ILLINOIS	64	754	26,385	9,113	37,500	73,816
INDIANA	69	108	8,134	881	24,806	33,998
IOWA	102	91	1,146	309	8,447	10,095
KANSAS	97	66	1,179	546	4,527	6,415
KENTUCKY	5	38	2,598	64	9,152	11,857
LOUISIANA	68	102	18,528	263	8,548	27,509
MAINE	17	23	53	22	3,922	4,037
MARYLAND	101	413	14,071	1,252	8,508	24,345
MASSACHUSETTS	44	288	2,215	2,237	17,366	22,150
MICHIGAN	320	542	16,740	1,442	20,747	39,791
MINNESOTA	390	294	1,492	295	5,392	7,863
MISSISSIPPI	15	22	8,114	31	3,458	11,640
MISSOURI	55	82	6,359	163	9,667	16,326
MONTANA	284	13	27	54	1,524	1,902
NEBRASKA	72	25	666	166	2,367	3,296
NEVADA	80	160	1,021	958	2,474	4,693
NEW HAMPSHIRE	3	3	21	36	1,097	1,160
NEW JERSEY	100	690	12,924	7,941	16,613	38,268
NEW MEXICO	1,730	75	701	9,740	5,428	17,674
NEW YORK	682	2,628	41,283	35,747	43,120	123,460
NORTH CAROLINA	342	172	14,458	581	11,364	26,917
NORTH DAKOTA	40	4	7	6	417	474
OHIO	16	70	3,439	288	7,521	11,334
OKLAHOMA	999	65	2,325	473	5,438	9,300
OREGON	125	125	369	360	4,259	5,238
PENNSYLVANIA	161	454	15,712	4,939	36,034	57,300
PUERTO RICO	3	0	1	10,423	0	10,427
RHODE ISLAND	36	106	798	1,319	5,160	7,419
SOUTH CAROLINA	35	42	14,263	208	8,894	23,442
SOUTH DAKOTA	139	5	15	13	703	875
TENNESSEE	30	87	7,607	152	13,463	21,339
TEXAS	254	862	19,969	30,067	30,441	81,593
UTAH	254	163	199	1,096	8,700	10,412
VERMONT	1	3	9	1	657	671
VIRGINIA	70	706	15,758	1,894	18,200	36,628
WASHINGTON	691	746	1,625	1,410	10,634	15,106
WEST VIRGINIA	5	10	384	17	5,481	5,897
WISCONSIN	406	312	4,050	767	11,190	16,725
WYOMING	61	10	28	120	1,221	1,440
AMERICAN SAMOA	0	55	0	0	0	55
GUAM	0	618	6	7	15	646
NORTHERN MARIANAS	0	16	0	0	0	16
PALAU	0	33	0	0	0	33
VIRGIN ISLANDS	0	1	317	15	4	337
BUR. OF INDIAN AFFAIRS	622	0	0	0	1	623
U.S. AND OUTLYING AREAS	11,693	23,749	353,174	219,648	542,524	1,150,788
50 STATES, D.C. & P.R.	11,071	23,026	352,851	219,626	542,504	1,149,078

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS MORE THAN 60% OF THE DAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.37	0.39	54.22	0.68	44.33
ALASKA	25.57	3.85	6.60	4.26	59.72
ARIZONA	7.09	0.89	7.71	33.53	50.78
ARKANSAS	0.63	0.41	35.36	1.53	62.07
CALIFORNIA	0.77	5.33	15.83	44.92	33.15
COLORADO	1.25	1.74	12.92	22.10	61.99
CONNECTICUT	0.38	0.70	28.35	26.44	44.12
DELAWARE	0.21	0.68	43.08	6.97	49.06
DISTRICT OF COLUMBIA	.	1.67	83.89	8.52	5.93
FLORIDA	0.19	0.56	39.22	18.09	41.93
GEORGIA	0.09	0.75	53.44	2.56	43.16
HAWAII	0.48	74.81	2.53	3.25	18.93
IDAHO	1.46	1.07	0.68	13.69	83.10
ILLINOIS	0.09	1.02	35.74	12.35	50.80
INDIANA	0.20	0.32	23.92	2.59	72.96
IOWA	1.01	0.90	11.35	3.06	83.68
KANSAS	1.51	1.03	18.38	8.51	70.57
KENTUCKY	0.04	0.32	21.91	0.54	77.19
LOUISIANA	0.25	0.37	67.35	0.96	31.07
MAINE	0.42	0.57	1.31	0.54	97.15
MARYLAND	0.41	1.70	57.80	5.14	34.95
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.80	1.36	42.07	3.62	52.14
MINNESOTA	4.96	3.74	18.97	3.75	68.57
MISSISSIPPI	0.13	0.19	69.71	0.27	29.71
MISSOURI	0.34	0.50	38.95	1.00	59.21
MONTANA	14.93	0.68	1.42	2.84	80.13
NEBRASKA	2.18	0.76	20.21	5.04	71.81
NEVADA	1.70	3.41	21.76	20.41	52.72
NEW HAMPSHIRE	0.26	0.26	1.81	3.10	94.57
NEW JERSEY	0.26	1.80	33.77	20.75	43.41
NEW MEXICO	9.79	0.42	3.97	55.11	30.71
NEW YORK	0.55	2.13	33.44	28.95	34.93
NORTH CAROLINA	1.27	0.64	53.71	2.16	42.22
NORTH DAKOTA	8.44	0.84	1.48	1.27	87.97
OHIO	0.14	0.62	30.34	2.54	66.36
OKLAHOMA	10.74	0.70	25.00	5.09	58.47
OREGON	2.39	2.39	7.04	6.87	81.31
PENNSYLVANIA	0.28	0.79	27.42	8.62	62.89
PUERTO RICO	0.03	0.00	0.01	99.96	0.00
RHODE ISLAND	0.49	1.43	10.76	17.78	69.55
SOUTH CAROLINA	0.15	0.18	60.84	0.89	37.94
SOUTH DAKOTA	15.89	0.57	1.71	1.49	80.34
TENNESSEE	0.14	0.41	35.65	0.71	63.09
TEXAS	0.31	1.06	24.47	36.85	37.31
UTAH	2.44	1.57	1.91	10.53	83.56
VERMONT	0.15	0.45	1.34	0.15	97.91
VIRGINIA	0.19	1.93	43.02	5.17	49.69
WASHINGTON	4.57	4.94	10.76	9.33	70.40
WEST VIRGINIA	0.08	0.17	6.51	0.29	92.95
WISCONSIN	2.43	1.87	24.22	4.59	66.91
WYOMING	4.24	0.69	1.94	8.33	84.79
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	95.67	0.93	1.08	2.32
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.30	94.07	4.45	1.19
BUR. OF INDIAN AFFAIRS	99.84	0.00	0.00	0.00	0.16
U.S. AND OUTLYING AREAS	1.02	2.06	30.69	19.09	47.14
50 STATES, D.C. & P.R.	0.96	2.00	30.71	19.11	47.21

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PUBLIC SEPARATE SCHOOL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	5	484	3	444	937
ALASKA	79	1	41	4	139	264
ARIZONA	51	5	102	224	392	774
ARKANSAS	0	1	43	3	75	122
CALIFORNIA	26	372	607	2,183	1,573	4,761
COLORADO	8	15	67	116	639	845
CONNECTICUT	5	19	246	149	679	1,098
DELAWARE	3	7	238	31	245	524
DISTRICT OF COLUMBIA	.	.	.	1	.	1
FLORIDA	8	27	1,154	166	1,670	3,025
GEORGIA	2	18	699	33	657	1,409
HAWAII	1	113	4	5	29	152
IDAHO	5	1	3	13	139	161
ILLINOIS	10	97	3,409	936	4,926	9,378
INDIANA	0	2	96	10	536	644
IOWA	5	15	248	38	1,249	1,555
KANSAS	15	8	265	55	679	1,022
KENTUCKY	0	1	148	1	387	537
LOUISIANA	8	2	254	7	258	529
MAINE	1	2	1	0	179	183
MARYLAND	8	75	1,618	94	1,443	3,238
MASSACHUSETTS	6	39	298	301	2,334	2,978
MICHIGAN	116	175	1,702	314	10,613	12,920
MINNESOTA	116	82	460	89	3,122	3,869
MISSISSIPPI	0	7	93	0	153	253
MISSOURI	4	27	1,060	29	1,804	2,924
MONTANA	9	0	0	2	77	88
NEBRASKA	14	5	20	12	326	377
NEVADA	16	29	145	150	399	739
NEW HAMPSHIRE	0	0	0	1	24	25
NEW JERSEY	10	204	2,274	969	3,379	6,836
NEW MEXICO	20	4	5	132	88	249
NEW YORK	105	480	5,894	3,843	7,272	17,594
NORTH CAROLINA	11	33	803	48	1,058	1,953
NORTH DAKOTA	7	0	0	0	33	40
OHIO	11	25	1,356	67	6,442	7,901
OKLAHOMA	55	0	57	13	254	379
OREGON	21	13	61	47	832	974
PENNSYLVANIA	9	26	838	141	2,546	3,560
PUERTO RICO	0	0	0	1,709	0	1,709
RHODE ISLAND	4	7	18	26	138	193
SOUTH CAROLINA	0	4	449	6	361	820
SOUTH DAKOTA	17	0	1	1	97	116
TENNESSEE	1	3	292	9	545	850
TEXAS	16	35	631	1,058	1,409	3,149
UTAH	34	34	20	114	1,265	1,467
VERMONT	0	1	1	1	203	206
VIRGINIA	6	21	806	33	799	1,665
WASHINGTON	19	21	65	24	430	559
WEST VIRGINIA	0	0	8	0	83	91
WISCONSIN	32	7	157	50	905	1,151
WYOMING	8	1	1	1	29	40
AMERICAN SAMOA	0	1	0	0	0	1
GUAM	0	4	0	0	0	4
NORTHERN MARIANAS	0	9	0	0	0	9
PALAU	0	3	0	0	0	3
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	25	0	0	0	0	25
U.S. AND OUTLYING AREAS	928	2,086	27,242	13,262	63,358	106,876
50 STATES, D.C. & P.R.	903	2,069	27,242	13,262	63,358	106,834

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PUBLIC SEPARATE SCHOOL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.11	0.53	51.65	0.32	47.39
ALASKA	29.92	0.38	15.53	1.52	52.65
ARIZONA	6.59	0.65	13.18	28.94	50.65
ARKANSAS	0.00	0.82	35.25	2.46	61.48
CALIFORNIA	0.55	7.81	12.75	45.85	33.04
COLORADO	0.95	1.78	7.93	13.73	75.62
CONNECTICUT	0.46	1.73	22.40	13.57	61.84
DELAWARE	0.57	1.34	45.42	5.92	46.76
DISTRICT OF COLUMBIA	.	.	.	100.00	.
FLORIDA	0.26	0.89	38.15	5.49	55.21
GEORGIA	0.14	1.28	49.61	2.34	46.63
HAWAII	0.66	74.34	2.63	3.29	19.08
IDAHO	3.11	0.62	1.86	8.07	86.34
ILLINOIS	0.11	1.03	36.35	9.98	52.53
INDIANA	0.00	0.31	14.91	1.55	83.23
IOWA	0.32	0.96	15.95	2.44	80.32
KANSAS	1.47	0.78	25.93	5.38	66.44
KENTUCKY	0.00	0.19	27.56	0.19	72.07
LOUISIANA	1.51	0.38	48.02	1.32	48.77
MAINE	0.55	1.09	0.55	0.00	97.81
MARYLAND	0.25	2.32	49.97	2.90	44.56
MASSACHUSETTS	0.20	1.31	10.01	10.11	78.37
MICHIGAN	0.90	1.35	13.17	2.43	82.14
MINNESOTA	3.00	2.12	11.89	2.30	80.69
MISSISSIPPI	0.00	2.77	36.76	0.00	60.47
MISSOURI	0.14	0.92	36.25	0.99	61.70
MONTANA	10.23	0.00	0.00	2.27	87.50
NEBRASKA	3.71	1.33	5.31	3.18	86.47
NEVADA	2.17	3.92	19.62	20.30	53.99
NEW HAMPSHIRE	0.00	0.00	0.00	4.00	96.00
NEW JERSEY	0.15	2.98	33.27	14.17	49.43
NEW MEXICO	8.03	1.61	2.01	53.01	35.34
NEW YORK	0.60	2.73	33.50	21.84	41.33
NORTH CAROLINA	0.56	1.69	41.12	2.46	54.17
NORTH DAKOTA	17.50	0.00	0.00	0.00	82.50
OHIO	0.14	0.32	17.16	0.85	81.53
OKLAHOMA	14.51	0.00	15.04	3.43	67.02
OREGON	2.16	1.33	6.26	4.83	85.42
PENNSYLVANIA	0.25	0.73	23.54	3.96	71.52
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	2.07	3.63	9.33	13.47	71.50
SOUTH CAROLINA	0.00	0.49	54.76	0.73	44.02
SOUTH DAKOTA	14.66	0.00	0.86	0.86	83.62
TENNESSEE	0.12	0.35	34.35	1.06	64.12
TEXAS	0.51	1.11	20.04	33.60	44.74
UTAH	2.32	2.32	1.36	7.77	86.23
VERMONT	0.00	0.49	0.49	0.49	98.54
VIRGINIA	0.36	1.26	48.41	1.98	47.99
WASHINGTON	3.40	3.76	11.63	4.29	76.92
WEST VIRGINIA	0.00	0.00	8.79	0.00	91.21
WISCONSIN	2.78	0.61	13.64	4.34	78.63
WYOMING	20.00	2.50	2.50	2.50	72.50
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.87	1.95	25.49	12.41	59.28
50 STATES, D.C. & P.R.	0.85	1.94	25.50	12.41	59.31

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PRIVATE SEPARATE SCHOOL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	0	87	0	75	163
ALASKA	5	0	0	1	6	12
ARIZONA	50	9	85	166	538	848
ARKANSAS	8	1	163	3	283	458
CALIFORNIA	80	305	3,037	2,093	4,826	10,341
COLORADO	3	3	40	62	184	292
CONNECTICUT	11	20	293	232	1,289	1,845
DELAWARE	0	0	4	0	6	10
DISTRICT OF COLUMBIA	1	2	962	27	31	1,023
FLORIDA	2	5	424	72	494	997
GEORGIA	0	0	7	0	26	33
HAWAII	0	38	1	2	10	51
IDAHO	1	2	1	1	55	60
ILLINOIS	5	67	1,902	494	2,659	5,127
INDIANA	0	0	3	0	11	14
IOWA	0	0	0	0	0	0
KANSAS	2	0	24	7	145	178
KENTUCKY	0	0	5	0	68	73
LOUISIANA	0	1	38	6	82	127
MAINE	3	2	3	0	316	324
MARYLAND	10	40	1,535	45	1,485	3,115
MASSACHUSETTS	10	66	505	510	3,961	5,052
MICHIGAN	.	.	.	.	.	.
MINNESOTA	15	1	27	8	205	256
MISSISSIPPI	0	0	24	2	209	235
MISSOURI	1	2	215	9	321	548
MONTANA	9	1	1	3	139	153
NEBRASKA	1	1	2	0	81	85
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	2	4	5	601	612
NEW JERSEY	11	194	2,997	1,415	6,223	10,840
NEW MEXICO	0	0	0	0	1	1
NEW YORK	63	234	2,299	1,108	4,935	8,639
NORTH CAROLINA	0	5	100	1	294	400
NORTH DAKOTA	2	0	1	0	19	22
OHIO	0	0	0	0	0	0
OKLAHOMA	3	0	5	1	36	45
OREGON	20	11	83	34	614	762
PENNSYLVANIA	2	22	574	32	1,860	2,490
PUERTO RICO	0	0	0	782	0	782
RHODE ISLAND	5	5	69	70	521	670
SOUTH CAROLINA	0	0	29	0	25	54
SOUTH DAKOTA	7	0	3	1	74	85
TENNESSEE	0	2	178	2	380	562
TEXAS	0	4	27	17	52	100
UTAH	1	0	0	0	6	7
VERMONT	0	2	6	1	253	262
VIRGINIA	2	9	342	17	577	947
WASHINGTON	7	8	26	6	202	249
WEST VIRGINIA	1	0	0	0	4	5
WISCONSIN	0	0	1	3	100	104
WYOMING	5	1	0	2	19	27
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	3	0	0	0	3
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	0	0	0	0	11
U.S. AND OUTLYING AREAS	358	1,068	16,132	7,240	34,301	59,099
50 STATES, D.C. & P.R.	347	1,065	16,132	7,240	34,301	59,085

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PRIVATE SEPARATE SCHOOL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.61	0.00	53.37	0.00	46.01
ALASKA	41.67	0.00	0.00	8.33	50.00
ARIZONA	5.90	1.06	10.02	19.58	63.44
ARKANSAS	1.75	0.22	35.59	0.66	61.79
CALIFORNIA	0.77	2.95	29.37	20.24	46.67
COLORADO	1.03	1.03	13.70	21.23	63.01
CONNECTICUT	0.60	1.08	15.88	12.57	69.86
DELAWARE	0.00	0.00	40.00	0.00	60.00
DISTRICT OF COLUMBIA	0.10	0.20	94.04	2.64	3.03
FLORIDA	0.20	0.50	42.53	7.22	49.55
GEORGIA	0.00	0.00	21.21	0.00	78.79
HAWAII	0.00	74.51	1.96	3.92	19.61
IDAHO	1.67	3.33	1.67	1.67	91.67
ILLINOIS	0.10	1.31	37.10	9.64	51.86
INDIANA	0.00	0.00	21.43	0.00	78.57
IOWA	.	.	.	.	.
KANSAS	1.12	0.00	13.48	3.93	81.46
KENTUCKY	0.00	0.00	6.85	0.00	93.15
LOUISIANA	0.00	0.79	29.92	4.72	64.57
MAINE	0.93	0.62	0.93	0.00	97.53
MARYLAND	0.32	1.28	49.28	1.44	47.67
MASSACHUSETTS	0.20	1.31	10.00	10.10	78.40
MICHIGAN	.	.	.	.	.
MINNESOTA	5.86	0.39	10.55	3.13	80.08
MISSISSIPPI	0.00	0.00	10.21	0.85	88.94
MISSOURI	0.18	0.36	39.23	1.64	58.58
MONTANA	5.88	0.65	0.65	1.96	90.85
NEBRASKA	1.18	1.18	2.35	0.00	95.29
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.33	0.65	0.82	98.20
NEW JERSEY	0.10	1.79	27.65	13.05	57.41
NEW MEXICO	0.00	0.00	0.00	0.00	100.00
NEW YORK	0.73	2.71	26.61	12.83	57.12
NORTH CAROLINA	0.00	1.25	25.00	0.25	73.50
NORTH DAKOTA	9.09	0.00	4.55	0.00	86.36
OHIO	.	.	.	.	.
OKLAHOMA	6.67	0.00	11.11	2.22	80.00
OREGON	2.62	1.44	10.89	4.46	80.58
PENNSYLVANIA	0.08	0.88	23.05	1.29	74.70
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.75	0.75	10.30	10.45	77.76
SOUTH CAROLINA	0.00	0.00	53.70	0.00	46.30
SOUTH DAKOTA	8.24	0.00	3.53	1.18	87.06
TENNESSEE	0.00	0.36	31.67	0.36	67.62
TEXAS	0.00	4.00	27.00	17.00	52.00
UTAH	14.29	0.00	0.00	0.00	85.71
VERMONT	0.00	0.76	2.29	0.38	96.56
VIRGINIA	0.21	0.95	36.11	1.80	60.93
WASHINGTON	2.81	3.21	10.44	2.41	81.12
WEST VIRGINIA	20.00	0.00	0.00	0.00	80.00
WISCONSIN	0.00	0.00	0.96	2.88	96.15
WYOMING	18.52	3.70	0.00	7.41	70.37
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.61	1.81	27.30	12.25	58.04
50 STATES, D.C. & P.R.	0.59	1.80	27.30	12.25	58.05

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PUBLIC RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	0	499	3	374	877
ALASKA	2	0	0	0	0	2
ARIZONA	53	7	30	248	249	587
ARKANSAS	2	0	71	5	175	253
CALIFORNIA	22	95	111	304	422	954
COLORADO	5	3	56	114	188	366
CONNECTICUT	0	1	20	15	59	95
DELAWARE	0	0	8	1	14	23
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	4	16	139	431	733	1,323
GEORGIA	1	3	835	12	471	1,322
HAWAII	0	0	0	0	0	0
IDAHO	9	2	0	15	68	94
ILLINOIS	1	7	355	66	232	661
INDIANA	0	4	320	16	858	1,198
IOWA	7	9	80	14	385	495
KANSAS	2	1	57	13	95	168
KENTUCKY	0	0	161	5	405	571
LOUISIANA	7	4	904	9	387	1,311
MAINE	0	0	0	0	23	23
MARYLAND	1	13	147	16	371	548
MASSACHUSETTS	1	4	30	30	231	296
MICHIGAN	2	4	184	12	327	529
MINNESOTA	72	14	79	29	467	661
MISSISSIPPI	2	2	258	1	145	408
MISSOURI	0	1	24	2	70	97
MONTANA	11	0	0	0	60	71
NEBRASKA	3	6	4	22	47	82
NEVADA	0	0	0	0	1	1
NEW HAMPSHIRE	0	0	5	2	56	63
NEW JERSEY	0	18	80	46	100	244
NEW MEXICO	59	6	11	141	162	379
NEW YORK	7	15	943	370	543	1,878
NORTH CAROLINA	4	5	283	25	386	703
NORTH DAKOTA	20	1	2	3	36	62
OHIO	0	0	154	15	653	822
OKLAHOMA	23	3	73	7	240	346
OREGON	6	6	15	24	291	342
PENNSYLVANIA	0	4	78	24	531	637
PUERTO RICO	0	0	0	43	0	43
RHODE ISLAND	0	6	40	25	31	102
SOUTH CAROLINA	0	1	167	1	162	331
SOUTH DAKOTA	39	0	1	1	64	105
TENNESSEE	1	3	43	3	118	168
TEXAS	1	11	51	96	161	320
UTAH	1	3	0	2	17	23
VERMONT	0	0	0	0	7	7
VIRGINIA	2	5	477	19	381	884
WASHINGTON	5	13	16	23	241	298
WEST VIRGINIA	0	0	13	0	118	131
WISCONSIN	10	3	42	13	274	342
WYOMING	5	0	1	4	80	90
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	3	0	0	0	3
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	0	0	0	0	6
U.S. AND OUTLYING AREAS	397	302	6,867	2,270	11,509	21,345
50 STATES, D.C. & P.R.	391	299	6,867	2,270	11,509	21,336

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PUBLIC RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.11	0.00	56.90	0.34	42.65
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	9.03	1.19	5.11	42.25	42.42
ARKANSAS	0.79	0.00	28.06	1.98	69.17
CALIFORNIA	2.31	9.96	11.64	31.87	44.23
COLORADO	1.37	0.82	15.30	31.15	51.37
CONNECTICUT	0.00	1.05	21.05	15.79	62.11
DELAWARE	0.00	0.00	34.78	4.35	60.87
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.30	1.21	10.51	32.58	55.40
GEORGIA	0.08	0.23	63.16	0.91	35.63
HAWAII	.	.	.	.	.
IDAHO	9.57	2.13	0.00	15.96	72.34
ILLINOIS	0.15	1.06	53.71	9.98	35.10
INDIANA	0.00	0.33	26.71	1.34	71.62
IOWA	1.41	1.82	16.16	2.83	77.78
KANSAS	1.19	0.60	33.93	7.74	56.55
KENTUCKY	0.00	0.00	28.20	0.88	70.93
LOUISIANA	0.53	0.31	68.95	0.69	29.52
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.18	2.37	26.82	2.92	67.70
MASSACHUSETTS	0.34	1.35	10.14	10.14	78.04
MICHIGAN	0.38	0.76	34.78	2.27	61.81
MINNESOTA	10.89	2.12	11.95	4.39	70.65
MISSISSIPPI	0.49	0.49	63.24	0.25	35.54
MISSOURI	0.00	1.03	24.74	2.06	72.16
MONTANA	15.49	0.00	0.00	0.00	84.51
NEBRASKA	3.66	7.32	4.88	26.83	57.32
NEVADA	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	0.00	0.00	7.94	3.17	88.89
NEW JERSEY	0.00	7.38	32.79	18.85	40.93
NEW MEXICO	15.57	1.58	2.90	37.20	42.74
NEW YORK	0.37	0.80	50.21	19.70	28.91
NORTH CAROLINA	0.57	0.71	40.26	3.56	54.91
NORTH DAKOTA	32.26	1.61	3.23	4.84	58.06
OHIO	0.00	0.00	18.73	1.82	79.44
OKLAHOMA	6.65	0.87	21.10	2.02	69.36
OREGON	1.75	1.75	4.39	7.02	85.09
PENNSYLVANIA	0.00	0.63	12.24	3.77	83.36
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	5.88	39.22	24.51	30.39
SOUTH CAROLINA	0.00	0.30	50.45	0.30	48.94
SOUTH DAKOTA	37.14	0.00	0.95	0.95	60.95
TENNESSEE	0.60	1.79	25.60	1.79	70.24
TEXAS	0.31	3.44	15.94	30.00	50.31
UTAH	4.35	13.04	0.00	8.70	73.91
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.23	0.57	53.96	2.15	43.10
WASHINGTON	1.68	4.36	5.37	7.72	80.87
WEST VIRGINIA	0.00	0.00	9.92	0.00	90.08
WISCONSIN	2.92	0.88	12.28	3.80	80.12
WYOMING	5.56	0.00	1.11	4.44	88.89
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.86	1.41	32.17	10.63	53.92
50 STATES, D.C. & P.R.	1.83	1.40	32.19	10.64	53.94

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PRIVATE RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	98	0	206	304
ALASKA	8	1	3	1	11	24
ARIZONA	13	0	5	23	78	119
ARKANSAS	0	2	89	3	220	314
CALIFORNIA	21	42	419	315	1,028	1,825
COLORADO	8	14	103	186	560	871
CONNECTICUT	4	7	190	146	450	797
DELAWARE	0	0	42	1	46	89
DISTRICT OF COLUMBIA	.	5	651	27	93	776
FLORIDA	0	0	66	2	58	126
GEORGIA	0	0	12	0	26	38
HAWAII	1	74	3	3	19	100
IDAHO	0	0	1	2	20	23
ILLINOIS	1	4	180	32	410	627
INDIANA	0	3	41	8	366	418
IOWA	8	0	19	12	230	269
KANSAS	1	2	32	13	106	154
KENTUCKY	1	1	54	2	162	220
LOUISIANA	0	0	0	0	0	0
MAINE	0	1	1	4	282	288
MARYLAND	1	10	194	7	236	448
MASSACHUSETTS	3	16	127	128	991	1,265
MICHIGAN	4	1	91	8	144	248
MINNESOTA	27	2	52	13	379	473
MISSISSIPPI	2	0	112	1	107	222
MISSOURI	0	0	3	0	41	44
MONTANA	9	0	0	2	45	56
NEBRASKA	5	0	11	5	68	89
NEVADA	0	0	0	1	14	15
NEW HAMPSHIRE	1	1	4	4	469	479
NEW JERSEY	0	5	8	6	93	112
NEW MEXICO	1	0	0	20	10	31
NEW YORK	15	30	1,063	482	1,530	3,120
NORTH CAROLINA	0	0	42	1	24	67
NORTH DAKOTA	13	1	0	1	58	73
OHIO	0	0	0	0	0	0
OKLAHOMA	3	0	17	3	38	61
OREGON	3	1	10	7	163	184
PENNSYLVANIA	0	4	67	23	362	456
PUERTO RICO	0	0	0	28	0	28
RHODE ISLAND	0	9	86	45	367	507
SOUTH CAROLINA	0	0	20	0	14	34
SOUTH DAKOTA	39	0	1	2	97	139
TENNESSEE	0	0	7	0	26	33
TEXAS	1	0	1	1	20	23
UTAH	0	0	0	0	0	0
VERMONT	0	5	1	1	167	174
VIRGINIA	0	2	162	5	228	397
WASHINGTON	2	11	2	5	17	37
WEST VIRGINIA	0	0	1	0	8	9
WISCONSIN	1	0	5	1	43	50
WYOMING	2	0	3	3	77	85
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	0	0	1	3
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	18	2	2	22
BUR. OF INDIAN AFFAIRS	285	0	0	0	0	285
U.S. AND OUTLYING AREAS	483	256	4,117	1,585	10,210	16,651
50 STATES, D.C. & P.R.	198	254	4,099	1,583	10,207	16,341

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
PRIVATE RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	32.24	0.00	67.76
ALASKA	33.33	4.17	12.50	4.17	45.83
ARIZONA	10.92	0.00	4.20	19.33	65.55
ARKANSAS	0.00	0.64	28.34	0.96	70.06
CALIFORNIA	1.15	2.30	22.96	17.26	56.33
COLORADO	0.92	1.61	11.83	21.35	64.29
CONNECTICUT	0.50	0.88	23.84	18.32	56.46
DELAWARE	0.00	0.00	47.19	1.12	51.69
DISTRICT OF COLUMBIA	.	0.64	83.89	3.48	11.98
FLORIDA	0.00	0.00	52.38	1.59	46.03
GEORGIA	0.00	0.00	31.58	0.00	68.42
HAWAII	1.00	74.00	3.00	3.00	19.00
IDAHO	0.00	0.00	4.35	8.70	86.96
ILLINOIS	0.16	0.64	28.71	5.10	65.39
INDIANA	0.00	0.72	9.81	1.91	87.56
IOWA	2.97	0.00	7.06	4.46	85.50
KANSAS	0.65	1.30	20.78	8.44	68.83
KENTUCKY	0.45	0.45	24.55	0.91	73.64
LOUISIANA	.	.	.	.	.
MAINE	0.00	0.35	0.35	1.39	97.92
MARYLAND	0.22	2.23	43.30	1.56	52.68
MASSACHUSETTS	0.24	1.26	10.04	10.12	78.34
MICHIGAN	1.61	0.40	36.69	3.23	58.06
MINNESOTA	5.71	0.42	10.99	2.75	80.13
MISSISSIPPI	0.90	0.00	50.45	0.45	48.20
MISSOURI	0.00	0.00	6.82	0.00	93.18
MONTANA	16.07	0.00	0.00	3.57	80.36
NEBRASKA	5.62	0.00	12.36	5.62	76.40
NEVADA	0.00	0.00	0.00	6.67	93.33
NEW HAMPSHIRE	0.21	0.21	0.84	0.84	97.91
NEW JERSEY	0.00	4.46	7.14	5.36	83.04
NEW MEXICO	3.23	0.00	0.00	64.52	32.26
NEW YORK	0.48	0.96	34.07	15.45	49.04
NORTH CAROLINA	0.00	0.00	62.69	1.49	35.82
NORTH DAKOTA	17.81	1.37	0.00	1.37	79.45
OHIO	.	.	.	.	.
OKLAHOMA	4.92	0.00	27.87	4.92	62.30
OREGON	1.63	0.54	5.43	3.80	88.59
PENNSYLVANIA	0.00	0.88	14.69	5.04	79.39
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	1.78	16.96	8.88	72.39
SOUTH CAROLINA	0.00	0.00	58.82	0.00	41.18
SOUTH DAKOTA	28.06	0.00	0.72	1.44	69.78
TENNESSEE	0.00	0.00	21.21	0.00	78.79
TEXAS	4.35	0.00	4.35	4.35	86.96
UTAH	.	.	.	.	.
VERMONT	0.00	2.87	0.57	0.57	95.98
VIRGINIA	0.00	0.50	40.81	1.26	57.43
WASHINGTON	5.41	29.73	5.41	13.51	45.95
WEST VIRGINIA	0.00	0.00	11.11	0.00	88.89
WISCONSIN	2.00	0.00	10.00	2.00	86.00
WYOMING	2.35	0.00	3.53	3.53	90.59
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	66.67	0.00	0.00	33.33
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	81.82	9.09	9.09
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	2.90	1.54	24.73	9.52	61.32
50 STATES, D.C. & P.R.	1.21	1.55	25.08	9.69	62.46

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
HOMEBOUND/HOSPITAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	2	87	1	171	262
ALASKA	10	0	0	0	10	20
ARIZONA	24	2	11	59	121	217
ARKANSAS	1	1	59	2	139	202
CALIFORNIA	23	135	385	925	1,188	2,656
COLORADO	3	5	36	120	240	404
CONNECTICUT	0	1	16	10	87	114
DELAWARE	0	2	35	3	37	77
DISTRICT OF COLUMBIA	.	.	1	1	.	2
FLORIDA	5	7	207	101	632	952
GEORGIA	0	0	45	1	124	170
HAWAII	1	138	5	6	35	185
IDAHO	3	0	2	4	60	69
ILLINOIS	0	2	87	17	247	353
INDIANA	0	2	79	7	472	560
IOWA	1	1	9	4	97	112
KANSAS	0	1	17	4	90	112
KENTUCKY	0	1	79	2	434	516
LOUISIANA	2	1	270	4	372	649
MAINE	1	0	0	4	125	130
MARYLAND	1	2	102	2	202	309
MASSACHUSETTS	1	9	68	69	534	681
MICHIGAN	4	2	105	3	184	298
MINNESOTA	8	3	16	2	160	189
MISSISSIPPI	2	0	166	0	180	348
MISSOURI	3	1	64	3	430	501
MONTANA	9	0	0	0	21	30
NEBRASKA	5	3	8	9	157	182
NEVADA	2	4	10	9	70	95
NEW HAMPSHIRE	1	0	1	1	61	64
NEW JERSEY	2	17	318	151	738	1,226
NEW MEXICO	32	1	5	171	107	316
NEW YORK	14	49	731	517	1,210	2,521
NORTH CAROLINA	19	2	286	8	344	659
NORTH DAKOTA	3	0	1	0	15	19
OHIO	2	7	372	34	1,683	2,098
OKLAHOMA	35	2	59	6	228	330
OREGON	5	5	8	14	207	239
PENNSYLVANIA	0	2	21	0	296	319
PUERTO RICO	0	0	0	783	0	783
RHODE ISLAND	6	4	9	11	204	234
SOUTH CAROLINA	0	0	203	4	220	427
SOUTH DAKOTA	5	0	0	2	20	27
TENNESSEE	0	7	267	6	1,049	1,329
TEXAS	12	58	850	1,373	2,161	4,454
UTAH	6	2	4	26	138	176
VERMONT	0	0	4	2	82	88
VIRGINIA	0	4	153	9	407	573
WASHINGTON	4	6	20	15	182	227
WEST VIRGINIA	0	0	18	0	205	223
WISCONSIN	6	3	28	6	203	246
WYOMING	1	0	1	1	27	30
AMERICAN SAMOA	0	1	0	0	0	1
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	2
PALAU	0	1	0	0	0	1
VIRGIN ISLANDS	0	0	13	0	0	13
BUR. OF INDIAN AFFAIRS	9	0	0	0	0	9
U.S. AND OUTLYING AREAS	272	498	5,341	4,512	16,406	27,029
50 STATES, D.C. & P.R.	263	494	5,328	4,512	16,406	27,003

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
HOMEBOUND/HOSPITAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.38	0.76	33.21	0.38	65.27
ALASKA	50.00	0.00	0.00	0.00	50.00
ARIZONA	11.06	0.92	5.07	27.19	55.76
ARKANSAS	0.50	0.50	29.21	0.99	68.81
CALIFORNIA	0.87	5.08	14.50	34.83	44.73
COLORADO	0.74	1.24	8.91	29.70	59.41
CONNECTICUT	0.00	0.88	14.04	8.77	76.32
DELAWARE	0.00	2.60	45.45	3.90	48.05
DISTRICT OF COLUMBIA	.	.	50.00	50.00	.
FLORIDA	0.53	0.74	21.74	10.61	66.39
GEORGIA	0.00	0.00	26.47	0.59	72.94
HAWAII	0.54	74.59	2.70	3.24	18.92
IDAHO	4.35	0.00	2.90	5.80	86.96
ILLINOIS	0.00	0.57	24.65	4.82	69.97
INDIANA	0.00	0.36	14.11	1.25	84.29
IOWA	0.89	0.89	8.04	3.57	86.61
KANSAS	0.00	0.89	15.18	3.57	80.36
KENTUCKY	0.00	0.19	15.31	0.39	84.11
LOUISIANA	0.31	0.15	41.60	0.62	57.32
MAINE	0.77	0.00	0.00	3.08	96.15
MARYLAND	0.32	0.65	33.01	0.65	65.37
MASSACHUSETTS	0.15	1.32	9.99	10.13	78.41
MICHIGAN	1.34	0.67	35.23	1.01	61.74
MINNESOTA	4.23	1.59	8.47	1.06	84.66
MISSISSIPPI	0.57	0.00	47.70	0.00	51.72
MISSOURI	0.60	0.20	12.77	0.60	85.83
MONTANA	30.00	0.00	0.00	0.00	70.00
NEBRASKA	2.75	1.65	4.40	4.95	86.26
NEVADA	2.11	4.21	10.53	9.47	73.68
NEW HAMPSHIRE	1.56	0.00	1.56	1.56	95.31
NEW JERSEY	0.16	1.39	25.94	12.32	60.20
NEW MEXICO	10.13	0.32	1.58	54.11	33.86
NEW YORK	0.56	1.94	29.00	20.51	48.00
NORTH CAROLINA	2.88	0.30	43.40	1.21	52.20
NORTH DAKOTA	15.79	0.00	5.26	0.00	78.95
OHIO	0.10	0.33	17.73	1.62	80.22
OKLAHOMA	10.61	0.61	17.88	1.82	69.09
OREGON	2.09	2.09	3.35	5.86	86.61
PENNSYLVANIA	0.00	0.63	6.58	0.00	92.79
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	2.56	1.71	3.85	4.70	87.18
SOUTH CAROLINA	0.00	0.00	47.54	0.94	51.52
SOUTH DAKOTA	18.52	0.00	0.00	7.41	74.07
TENNESSEE	0.00	0.53	20.09	0.45	78.93
TEXAS	0.27	1.30	19.08	30.83	48.52
UTAH	3.41	1.14	2.27	14.77	78.41
VERMONT	0.00	0.00	4.55	2.27	93.18
VIRGINIA	0.00	0.70	26.70	1.57	71.03
WASHINGTON	1.76	2.64	8.81	6.61	80.18
WEST VIRGINIA	0.00	0.00	8.07	0.00	91.93
WISCONSIN	2.44	1.22	11.38	2.44	82.52
WYOMING	3.33	0.00	3.33	3.33	90.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.01	1.84	19.76	16.69	60.70
50 STATES, D.C. & P.R.	0.97	1.83	19.73	16.71	60.76

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
CORRECTIONAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	287	.	60	347
ALASKA	43	2	11	5	41	102
ARIZONA	18	0	44	166	107	335
ARKANSAS	0	0	39	1	31	71
CALIFORNIA	26	112	973	1,225	619	2,955
COLORADO	4	0	47	93	112	256
CONNECTICUT	1	1	214	143	86	445
DELAWARE	0	0	7	0	5	12
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8	3	1,140	58	1,034	2,243
GEORGIA	0	2	692	6	280	980
HAWAII	0	41	1	2	10	54
IDAHO	4	0	3	19	92	118
ILLINOIS	1	1	796	101	279	1,178
INDIANA	0	0	159	7	378	544
IOWA	4	1	54	11	168	238
KANSAS	5	1	79	18	131	234
KENTUCKY	0	0	123	1	178	302
LOUISIANA	3	0	571	2	101	677
MAINE	.	.	.	.	.	.
MARYLAND	0	1	275	0	71	347
MASSACHUSETTS	0	2	18	18	143	181
MICHIGAN	.	5	231	15	222	473
MINNESOTA	5	0	16	3	24	48
MISSISSIPPI	0	1	40	0	21	62
MISSOURI	3	0	456	8	357	824
MONTANA	6	0	0	1	17	24
NEBRASKA	3	4	4	18	21	50
NEVADA	2	.	35	16	36	89
NEW HAMPSHIRE	0	0	5	0	46	51
NEW JERSEY	1	1	635	208	119	964
NEW MEXICO	19	6	29	252	71	377
NEW YORK	2	4	340	137	47	530
NORTH CAROLINA	3	0	217	2	82	304
NORTH DAKOTA	1	0	0	0	6	7
OHIO	4	13	465	14	204	700
OKLAHOMA	31	5	81	38	95	250
OREGON	9	2	41	26	249	327
PENNSYLVANIA	0	0	274	47	237	558
PUERTO RICO	0	0	0	20	0	20
RHODE ISLAND	0	6	40	25	31	102
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	41	0	6	2	67	116
TENNESSEE	0	0	167	0	364	531
TEXAS	4	3	511	478	507	1,503
UTAH	1	14	2	34	52	103
VERMONT	0	0	0	1	33	34
VIRGINIA	2	2	382	11	213	610
WASHINGTON	14	6	60	14	198	292
WEST VIRGINIA	0	0	16	1	81	98
WISCONSIN	28	3	254	32	184	501
WYOMING	0	1	1	4	26	32
AMERICAN SAMOA	0	1	0	0	0	1
GUAM	0	6	0	0	0	6
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	7	0	0	7
BUR. OF INDIAN AFFAIRS	48	0	0	0	0	48
U.S. AND OUTLYING AREAS	344	251	9,848	3,283	7,536	21.262
50 STATES, D.C. & P.R.	296	243	9,841	3,283	7,536	21,199

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
CORRECTIONAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	82.71	.	17.29
ALASKA	42.16	1.96	10.78	4.90	40.20
ARIZONA	5.37	0.00	13.13	49.55	31.94
ARKANSAS	0.00	0.00	54.93	1.41	43.66
CALIFORNIA	0.88	3.79	32.93	41.46	20.95
COLORADO	1.56	0.00	18.36	36.33	43.75
CONNECTICUT	0.22	0.22	48.09	32.13	19.33
DELAWARE	0.00	0.00	58.33	0.00	41.67
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.36	0.13	50.82	2.59	46.10
GEORGIA	0.00	0.20	70.61	0.61	28.57
HAWAII	0.00	75.93	1.85	3.70	18.52
IDAHO	3.39	0.00	2.54	16.10	77.97
ILLINOIS	0.08	0.08	67.57	8.57	23.68
INDIANA	0.00	0.00	29.23	1.29	69.49
IOWA	1.68	0.42	22.69	4.62	70.59
KANSAS	2.14	0.43	33.76	7.69	55.98
KENTUCKY	0.00	0.00	40.73	0.33	58.94
LOUISIANA	0.44	0.00	84.34	0.30	14.92
MAINE	.	.	.	.	.
MARYLAND	0.00	0.29	79.25	0.00	20.46
MASSACHUSETTS	0.00	1.10	9.94	9.94	79.01
MICHIGAN	.	1.06	48.84	3.17	46.93
MINNESOTA	10.42	0.00	33.33	6.25	50.00
MISSISSIPPI	0.00	1.61	64.52	0.00	33.87
MISSOURI	0.36	0.00	55.34	0.97	43.33
MONTANA	25.00	0.00	0.00	4.17	70.83
NEBRASKA	6.00	8.00	8.00	36.00	42.00
NEVADA	2.25	.	39.33	17.98	40.45
NEW HAMPSHIRE	0.00	0.00	9.80	0.00	90.20
NEW JERSEY	0.10	0.10	65.87	21.58	12.34
NEW MEXICO	5.04	1.59	7.69	66.84	18.83
NEW YORK	0.38	0.75	64.15	25.85	8.87
NORTH CAROLINA	0.99	0.00	71.38	0.66	26.97
NORTH DAKOTA	14.29	0.00	0.00	0.00	85.71
OHIO	0.57	1.86	66.43	2.00	29.14
OKLAHOMA	12.40	2.00	32.40	15.20	38.00
OREGON	2.75	0.61	12.54	7.95	76.15
PENNSYLVANIA	0.00	0.00	49.10	8.42	42.47
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	5.88	39.22	24.51	30.39
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	35.34	0.00	5.17	1.72	57.76
TENNESSEE	0.00	0.00	31.45	0.00	68.55
TEXAS	0.27	0.20	34.00	31.80	33.73
UTAH	0.97	13.59	1.94	33.01	50.49
VERMONT	0.00	0.00	0.00	2.94	97.06
VIRGINIA	0.33	0.33	62.62	1.80	34.92
WASHINGTON	4.79	2.05	20.55	4.79	67.81
WEST VIRGINIA	0.00	0.00	16.33	1.02	82.65
WISCONSIN	5.59	0.60	50.70	6.39	36.73
WYOMING	0.00	3.13	3.13	12.50	81.25
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.62	1.18	46.32	15.44	35.44
50 STATES, D.C. & P.R.	1.40	1.15	46.42	15.49	35.55

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	30	.	80	110
ALASKA	11	6	1	3	57	78
ARIZONA	14	7	11	60	420	512
ARKANSAS	0	1	4	0	65	70
CALIFORNIA	3	68	51	140	658	920
COLORADO	0	0	0	0	0	0
CONNECTICUT	2	10	81	56	997	1,146
DELAWARE	0	1	48	1	66	116
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	0	9	354	18	526	907
HAWAII	1	136	5	6	34	182
IDAHO	1	0	0	0	55	56
ILLINOIS	1	31	158	161	2,714	3,065
INDIANA	0	0	501	75	3,390	3,966
IOWA	1	12	15	12	927	967
KANSAS	2	6	43	66	745	862
KENTUCKY	0	5	26	2	898	931
LOUISIANA	3	11	271	23	1,757	2,065
MAINE	.	.	.	.	.	.
MARYLAND	1	0	13	2	174	190
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	13	175	624	71	2,007	2,890
MINNESOTA	11	14	12	19	1,767	1,823
MISSISSIPPI	0	2	28	3	343	376
MISSOURI	0	5	32	6	953	996
MONTANA	0	0	0	0	0	0
NEBRASKA	.	.	.	.	.	.
NEVADA	.	.	2	18	73	93
NEW HAMPSHIRE	2	2	8	13	677	702
NEW JERSEY	12	491	1,291	1,204	9,387	12,385
NEW MEXICO	10	2	2	39	87	140
NEW YORK	85	387	1,692	1,512	12,515	16,191
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	9	0	7	5	299	320
OHIO	5	61	929	167	9,022	10,184
OKLAHOMA	2	1	8	4	92	107
OREGON	.	.	.	.	.	.
PENNSYLVANIA	2	3	20	17	827	869
PUERTO RICO	0	0	0	230	0	230
RHODE ISLAND	7	4	9	5	543	568
SOUTH CAROLINA	0	1	31	2	276	310
SOUTH DAKOTA	6	2	0	1	167	176
TENNESSEE	2	2	210	11	607	832
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	2	20	22
VERMONT	0	0	0	0	48	48
VIRGINIA	0	7	36	6	426	475
WASHINGTON	13	49	42	51	693	848
WEST VIRGINIA	1	4	12	2	411	430
WISCONSIN	10	17	114	43	1,054	1,238
WYOMING	0	0	0	3	26	29
AMERICAN SAMOA	0	8	0	0	0	8
GUAM	0	21	0	0	6	27
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	3	0	0	0	3
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	230	1,564	6,721	4,059	55,889	68,463
50 STATES, D.C. & P.R.	230	1,532	6,721	4,059	55,883	68,425

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	27.27	.	72.73
ALASKA	14.10	7.69	1.28	3.85	73.08
ARIZONA	2.73	1.37	2.15	11.72	82.03
ARKANSAS	0.00	1.43	5.71	0.00	92.86
CALIFORNIA	0.33	7.39	5.54	15.22	71.52
COLORADO	.	.	.	.	.
CONNECTICUT	0.17	0.87	7.07	4.89	87.00
DELAWARE	0.00	0.86	41.38	0.86	56.90
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	0.00	0.99	39.03	1.98	57.99
HAWAII	0.55	74.73	2.75	3.30	18.68
IDAHO	1.79	0.00	0.00	0.00	98.21
ILLINOIS	0.03	1.01	5.15	5.25	88.55
INDIANA	0.00	0.00	12.63	1.89	85.48
IOWA	0.10	1.24	1.55	1.24	95.86
KANSAS	0.23	0.70	4.99	7.66	86.43
KENTUCKY	0.00	0.54	2.79	0.21	96.46
LOUISIANA	0.15	0.53	13.12	1.11	85.08
MAINE	.	.	.	.	.
MARYLAND	0.53	0.00	6.84	1.05	91.58
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.45	6.06	21.59	2.46	69.45
MINNESOTA	0.60	0.77	0.66	1.04	96.93
MISSISSIPPI	0.00	0.53	7.45	0.80	91.22
MISSOURI	0.00	0.50	3.21	0.60	95.68
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	2.15	19.35	78.49
NEW HAMPSHIRE	0.28	0.28	1.14	1.85	96.44
NEW JERSEY	0.10	3.96	10.42	9.72	75.79
NEW MEXICO	7.14	1.43	1.43	27.86	62.14
NEW YORK	0.52	2.39	10.45	9.34	77.30
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2.81	0.00	2.19	1.56	93.44
OHIO	0.05	0.60	9.12	1.64	88.59
OKLAHOMA	1.87	0.93	7.48	3.74	85.98
OREGON	.	.	.	.	.
PENNSYLVANIA	0.23	0.35	2.30	1.96	95.17
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	1.23	0.70	1.58	0.88	95.60
SOUTH CAROLINA	0.00	0.32	10.00	0.65	89.03
SOUTH DAKOTA	3.41	1.14	0.00	0.57	94.89
TENNESSEE	0.24	0.24	25.24	1.32	72.96
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	9.09	90.91
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	1.47	7.58	1.26	89.68
WASHINGTON	1.53	5.78	4.95	6.01	81.72
WEST VIRGINIA	0.23	0.93	2.79	0.47	95.58
WISCONSIN	0.81	1.37	9.21	3.47	85.14
WYOMING	0.00	0.00	0.00	10.34	89.66
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	77.78	0.00	0.00	22.22
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.34	2.28	9.82	5.93	81.63
50 STATES, D.C. & P.R.	0.34	2.24	9.82	5.93	81.67

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Number) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	499	218	38,613	530	52,385	92,245
ALASKA	4,971	461	936	450	9,044	15,862
ARIZONA	7,140	663	4,727	26,341	45,386	84,257
ARKANSAS	295	164	13,967	909	36,498	51,833
CALIFORNIA	5,258	29,965	75,148	232,329	239,625	582,325
COLORADO	870	919	5,215	14,483	47,312	68,799
CONNECTICUT	257	633	10,777	9,598	46,182	67,447
DELAWARE	32	81	5,944	766	7,823	14,646
DISTRICT OF COLUMBIA	3	30	6,623	305	335	7,296
FLORIDA	889	2,330	97,065	47,062	179,283	326,629
GEORGIA	161	1,120	58,229	3,625	85,317	148,452
HAWAII	102	15,784	538	684	3,996	21,104
IDAHO	534	133	165	2,809	21,610	25,251
ILLINOIS	258	2,791	61,903	27,564	167,270	259,786
INDIANA	213	389	17,303	2,582	116,613	137,100
IOWA	405	519	3,856	1,784	59,805	66,369
KANSAS	601	379	5,692	3,369	42,661	52,702
KENTUCKY	28	172	10,400	367	64,657	75,624
LOUISIANA	532	353	45,981	737	39,358	86,961
MAINE	116	128	290	200	30,451	31,185
MARYLAND	364	1,675	40,490	3,819	55,076	101,424
MASSACHUSETTS	301	1,957	15,045	15,195	117,947	150,445
MICHIGAN	1,721	4,069	37,418	5,342	145,799	194,349
MINNESOTA	3,181	2,630	8,430	2,818	79,513	96,572
MISSISSIPPI	69	134	30,564	160	24,620	55,547
MISSOURI	270	475	24,729	1,339	97,454	124,267
MONTANA	2,623	99	133	308	14,238	17,401
NEBRASKA	807	305	3,014	2,037	31,006	37,169
NEVADA	847	838	4,735	6,028	19,591	32,039
NEW HAMPSHIRE	56	96	203	366	25,681	26,402
NEW JERSEY	312	4,451	41,451	27,401	125,203	198,818
NEW MEXICO	5,379	282	1,480	24,326	15,764	47,231
NEW YORK	2,048	8,190	96,859	79,761	214,215	401,073
NORTH CAROLINA	2,727	963	57,052	3,267	91,393	155,402
NORTH DAKOTA	1,167	85	133	192	10,752	12,329
OHIO	306	994	38,619	3,460	173,480	216,859
OKLAHOMA	11,033	348	11,069	3,114	51,508	77,072
OREGON	1,507	1,061	2,181	5,278	57,611	67,638
PENNSYLVANIA	461	1,562	34,395	10,059	170,639	217,116
PUERTO RICO	12	2	5	52,447	0	52,466
RHODE ISLAND	146	283	1,879	2,812	22,124	27,244
SOUTH CAROLINA	157	221	44,750	790	45,891	91,809
SOUTH DAKOTA	2,237	91	192	154	11,305	13,979
TENNESSEE	118	409	28,923	875	85,717	116,042
TEXAS	1,504	3,959	82,690	164,347	202,180	454,680
UTAH	1,255	792	720	4,265	42,026	49,058
VERMONT	26	63	107	36	11,921	12,153
VIRGINIA	290	2,496	43,559	6,238	91,389	143,972
WASHINGTON	4,090	3,787	7,240	9,765	79,730	104,612
WEST VIRGINIA	47	93	2,184	142	42,439	44,905
WISCONSIN	1,969	1,889	14,083	3,875	85,454	107,270
WYOMING	428	42	160	824	10,126	11,580
AMERICAN SAMOA	0	648	0	0	0	648
GUAM	3	1,933	20	21	58	2,035
NORTHERN MARIANAS	0	517	0	0	0	517
PALAU	0	135	0	0	0	135
VIRGIN ISLANDS	0	1	1,269	289	17	1,576
BUR. OF INDIAN AFFAIRS	8,208	0	0	4	30	8,242
U.S. AND OUTLYING AREAS	78,833	104,807	1,139,153	817,648	3,547,508	5,687,949
50 STATES, D.C. & P.R.	70,622	101,573	1,137,864	817,334	3,547,403	5,674,796

The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Racial/Ethnic Composition (Percentage) of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.54	0.24	41.86	0.57	56.79
ALASKA	31.34	2.91	5.90	2.84	57.02
ARIZONA	8.47	0.79	5.61	31.26	53.87
ARKANSAS	0.57	0.32	26.95	1.75	70.41
CALIFORNIA	0.90	5.15	12.90	39.90	41.15
COLORADO	1.26	1.34	7.58	21.05	68.77
CONNECTICUT	0.38	0.94	15.98	14.23	68.47
DELAWARE	0.22	0.55	40.58	5.23	53.41
DISTRICT OF COLUMBIA	0.04	0.41	90.78	4.18	4.59
FLORIDA	0.27	0.71	29.72	14.41	54.89
GEORGIA	0.11	0.75	39.22	2.44	57.47
HAWAII	0.48	74.79	2.55	3.24	18.93
IDAHO	2.11	0.53	0.65	11.12	85.58
ILLINOIS	0.10	1.07	23.83	10.61	64.39
INDIANA	0.16	0.28	12.62	1.88	85.06
IOWA	0.61	0.78	5.81	2.69	90.11
KANSAS	1.14	0.72	10.80	6.39	80.95
KENTUCKY	0.04	0.23	13.75	0.49	85.50
LOUISIANA	0.61	0.41	52.88	0.85	45.26
MAINE	0.37	0.41	0.93	0.64	97.65
MARYLAND	0.36	1.65	39.92	3.77	54.30
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.89	2.09	19.25	2.75	75.02
MINNESOTA	3.29	2.72	8.73	2.92	82.34
MISSISSIPPI	0.12	0.24	55.02	0.29	44.32
MISSOURI	0.22	0.38	19.90	1.08	78.42
MONTANA	15.07	0.57	0.76	1.77	81.82
NEBRASKA	2.17	0.82	8.11	5.48	83.42
NEVADA	2.64	2.62	14.78	18.81	61.15
NEW HAMPSHIRE	0.21	0.36	0.77	1.39	97.27
NEW JERSEY	0.16	2.24	20.85	13.78	62.97
NEW MEXICO	11.39	0.60	3.13	51.50	33.38
NEW YORK	0.51	2.04	24.15	19.89	53.41
NORTH CAROLINA	1.75	0.62	36.71	2.10	58.81
NORTH DAKOTA	9.47	0.69	1.08	1.56	87.21
OHIO	0.14	0.46	17.81	1.60	80.00
OKLAHOMA	14.32	0.45	14.36	4.04	66.83
OREGON	2.23	1.57	3.22	7.80	85.18
PENNSYLVANIA	0.21	0.72	15.84	4.63	78.59
PUERTO RICO	0.02	0.00	0.01	99.96	0.00
RHODE ISLAND	0.54	1.04	6.90	10.32	81.21
SOUTH CAROLINA	0.17	0.24	48.74	0.86	49.99
SOUTH DAKOTA	16.00	0.65	1.37	1.10	80.87
TENNESSEE	0.10	0.35	24.92	0.75	73.87
TEXAS	0.33	0.87	18.19	36.15	44.47
UTAH	2.56	1.61	1.47	8.69	85.67
VERMONT	0.21	0.52	0.88	0.30	98.09
VIRGINIA	0.20	1.73	30.26	4.33	63.48
WASHINGTON	3.91	3.62	6.92	9.33	76.21
WEST VIRGINIA	0.10	0.21	4.86	0.32	94.51
WISCONSIN	1.84	1.76	13.13	3.61	79.66
WYOMING	3.70	0.36	1.38	7.12	87.44
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.15	94.99	0.98	1.03	2.85
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.06	80.52	18.34	1.08
BUR. OF INDIAN AFFAIRS	99.59	0.00	0.00	0.05	0.36
U.S. AND OUTLYING AREAS	1.39	1.84	20.03	14.38	62.37
50 STATES, D.C. & P.R.	1.24	1.79	20.05	14.40	62.51

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE
ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	0	0
ALASKA	43	11
ARIZONA	18	14
ARKANSAS	0	0
CALIFORNIA	26	3
COLORADO	4	0
CONNECTICUT	1	2
DELAWARE	0	0
DISTRICT OF COLUMBIA	.	.
FLORIDA	8	.
GEORGIA	0	0
HAWAII	0	1
IDAHO	4	1
ILLINOIS	1	1
INDIANA	0	0
IOWA	4	1
KANSAS	5	2
KENTUCKY	0	0
LOUISIANA	3	3
MAINE	.	.
MARYLAND	0	1
MASSACHUSETTS	0	.
MICHIGAN	.	13
MINNESOTA	5	11
MISSISSIPPI	0	0
MISSOURI	3	0
MONTANA	6	0
NEBRASKA	3	.
NEVADA	2	.
NEW HAMPSHIRE	0	2
NEW JERSEY	1	12
NEW MEXICO	19	10
NEW YORK	2	85
NORTH CAROLINA	3	0
NORTH DAKOTA	1	9
OHIO	4	5
OKLAHOMA	31	2
OREGON	9	.
PENNSYLVANIA	0	2
PUERTO RICO	0	0
RHODE ISLAND	0	7
SOUTH CAROLINA	0	0
SOUTH DAKOTA	41	6
TENNESSEE	0	2
TEXAS	4	.
UTAH	1	0
VERMONT	0	0
VIRGINIA	2	0
WASHINGTON	14	13
WEST VIRGINIA	0	1
WISCONSIN	28	10
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	48	0
U.S. AND OUTLYING AREAS	344	230
50 STATES, D.C. & P.R.	296	230

Please see data notes for an explanation of individual state differences.
The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER
ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	0	0
ALASKA	2	6
ARIZONA	0	7
ARKANSAS	0	1
CALIFORNIA	112	68
COLORADO	0	0
CONNECTICUT	1	10
DELAWARE	0	1
DISTRICT OF COLUMBIA	.	.
FLORIDA	3	.
GEORGIA	2	9
HAWAII	41	136
IDAHO	0	0
ILLINOIS	1	31
INDIANA	0	0
IOWA	1	12
KANSAS	1	6
KENTUCKY	0	5
LOUISIANA	0	11
MAINE	.	.
MARYLAND	1	0
MASSACHUSETTS	2	.
MICHIGAN	5	175
MINNESOTA	0	14
MISSISSIPPI	1	2
MISSOURI	0	5
MONTANA	0	0
NEBRASKA	4	.
NEVADA	.	.
NEW HAMPSHIRE	0	2
NEW JERSEY	1	491
NEW MEXICO	6	2
NEW YORK	4	387
NORTH CAROLINA	0	0
NORTH DAKOTA	0	0
OHIO	13	61
OKLAHOMA	5	1
OREGON	2	.
PENNSYLVANIA	0	3
PUERTO RICO	0	0
RHODE ISLAND	6	4
SOUTH CAROLINA	0	1
SOUTH DAKOTA	0	2
TENNESSEE	0	2
TEXAS	3	.
UTAH	14	0
VERMONT	0	0
VIRGINIA	2	7
WASHINGTON	6	49
WEST VIRGINIA	0	4
WISCONSIN	3	17
WYOMING	1	0
AMERICAN SAMOA	1	8
GUAM	6	21
NORTHERN MARIANAS	1	0
PALAU	0	3
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	251	1,564
50 STATES, D.C. & P.R.	243	1,532

Please see data notes for an explanation of individual state differences.
The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1999-2000 School Year

BLACK
ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	287	30
ALASKA	11	1
ARIZONA	44	11
ARKANSAS	39	4
CALIFORNIA	973	51
COLORADO	47	0
CONNECTICUT	214	81
DELAWARE	7	48
DISTRICT OF COLUMBIA	.	.
FLORIDA	1,140	.
GEORGIA	692	354
HAWAII	1	5
IDAHO	3	0
ILLINOIS	796	158
INDIANA	159	501
IOWA	54	15
KANSAS	79	43
KENTUCKY	123	26
LOUISIANA	571	271
MAINE	.	.
MARYLAND	275	13
MASSACHUSETTS	18	.
MICHIGAN	231	624
MINNESOTA	16	12
MISSISSIPPI	40	28
MISSOURI	456	32
MONTANA	0	0
NEBRASKA	4	.
NEVADA	35	2
NEW HAMPSHIRE	5	8
NEW JERSEY	635	1,291
NEW MEXICO	29	2
NEW YORK	340	1,692
NORTH CAROLINA	217	0
NORTH DAKOTA	0	7
OHIO	465	929
OKLAHOMA	81	8
OREGON	41	.
PENNSYLVANIA	274	20
PUERTO RICO	0	0
RHODE ISLAND	40	9
SOUTH CAROLINA	0	31
SOUTH DAKOTA	6	0
TENNESSEE	167	210
TEXAS	511	.
UTAH	2	0
VERMONT	0	0
VIRGINIA	382	36
WASHINGTON	60	42
WEST VIRGINIA	16	12
WISCONSIN	254	114
WYOMING	1	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	9,848	6,721
50 STATES, D.C. & P.R.	9,841	6,721

Please see data notes for an explanation of individual state differences.
The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1999-2000 School Year

HISPANIC
ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	.	.
ALASKA	5	3
ARIZONA	166	60
ARKANSAS	1	0
CALIFORNIA	1,225	140
COLORADO	93	0
CONNECTICUT	143	56
DELAWARE	0	1
DISTRICT OF COLUMBIA	.	.
FLORIDA	58	.
GEORGIA	6	18
HAWAII	2	6
IDAHO	19	0
ILLINOIS	101	161
INDIANA	7	75
IOWA	11	12
KANSAS	18	66
KENTUCKY	1	2
LOUISIANA	2	23
MAINE	.	.
MARYLAND	0	2
MASSACHUSETTS	18	.
MICHIGAN	15	71
MINNESOTA	3	19
MISSISSIPPI	0	3
MISSOURI	8	6
MONTANA	1	0
NEBRASKA	18	.
NEVADA	16	18
NEW HAMPSHIRE	0	13
NEW JERSEY	208	1,204
NEW MEXICO	252	39
NEW YORK	137	1,512
NORTH CAROLINA	2	0
NORTH DAKOTA	0	5
OHIO	14	167
OKLAHOMA	38	4
OREGON	26	.
PENNSYLVANIA	47	17
PUERTO RICO	20	230
RHODE ISLAND	25	5
SOUTH CAROLINA	0	2
SOUTH DAKOTA	2	1
TENNESSEE	0	11
TEXAS	478	.
UTAH	34	2
VERMONT	1	0
VIRGINIA	11	6
WASHINGTON	14	51
WEST VIRGINIA	1	2
WISCONSIN	32	43
WYOMING	4	3
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	3,283	4,059
50 STATES, D.C. & P.R.	3,283	4,059

Please see data notes for an explanation of individual state differences.
The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1999-2000 School Year

WHITE
ALL DISABILITIES

STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	60	80
ALASKA	41	57
ARIZONA	107	420
ARKANSAS	31	65
CALIFORNIA	619	658
COLORADO	112	0
CONNECTICUT	86	997
DELAWARE	5	66
DISTRICT OF COLUMBIA	.	.
FLORIDA	1,034	.
GEORGIA	280	526
HAWAII	10	34
IDAHO	92	55
ILLINOIS	279	2,714
INDIANA	378	3,390
IOWA	168	927
KANSAS	131	745
KENTUCKY	178	898
LOUISIANA	101	1,757
MAINE	.	.
MARYLAND	71	174
MASSACHUSETTS	143	.
MICHIGAN	222	2,007
MINNESOTA	24	1,767
MISSISSIPPI	21	343
MISSOURI	357	953
MONTANA	17	0
NEBRASKA	21	.
NEVADA	36	73
NEW HAMPSHIRE	46	677
NEW JERSEY	119	9,387
NEW MEXICO	71	87
NEW YORK	47	12,515
NORTH CAROLINA	82	0
NORTH DAKOTA	6	299
OHIO	204	9,022
OKLAHOMA	95	92
OREGON	249	.
PENNSYLVANIA	237	827
PUERTO RICO	0	0
RHODE ISLAND	31	543
SOUTH CAROLINA	0	276
SOUTH DAKOTA	67	167
TENNESSEE	364	607
TEXAS	507	.
UTAH	52	20
VERMONT	33	48
VIRGINIA	213	426
WASHINGTON	198	693
WEST VIRGINIA	81	411
WISCONSIN	184	1,054
WYOMING	26	26
AMERICAN SAMOA	0	0
GUAM	0	6
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	7,536	55,889
50 STATES, D.C. & P.R.	7,536	55,883

Please see data notes for an explanation of individual state differences.
The numbers of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC1

Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 With Disabilities, During the 1999-2000 School Year

	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	TOTAL EMPLOYED
ALABAMA	898	34	932
ALASKA	65	0	65
ARIZONA	1,055	130	1,186
ARKANSAS	213	91	304
CALIFORNIA	1,811	288	2,100
COLORADO	167	41	208
CONNECTICUT	318	.	318
DELAWARE	91	3	94
DISTRICT OF COLUMBIA	591	38	629
FLORIDA	1,850	126	1,976
GEORGIA	438	2	440
HAWAII	108	17	125
IDAHO	109	6	115
ILLINOIS	1,068	40	1,108
INDIANA	745	37	782
IOWA	415	25	440
KANSAS	406	7	413
KENTUCKY	234	36	270
LOUISIANA	580	212	792
MAINE	224	0	224
MARYLAND	298	18	316
MASSACHUSETTS	560	.	560
MICHIGAN	760	77	837
MINNESOTA	757	20	777
MISSISSIPPI	277	20	297
MISSOURI	620	96	716
MONTANA	72	7	79
NEBRASKA	144	1	145
NEVADA	307	22	329
NEW HAMPSHIRE	93	20	113
NEW JERSEY	918	9	927
NEW MEXICO	269	19	289
NEW YORK	2,057	1,265	3,322
NORTH CAROLINA	681	99	780
NORTH DAKOTA	69	7	76
OHIO	1,513	57	1,570
OKLAHOMA	291	6	297
OREGON	118	15	133
PENNSYLVANIA	1,747	8	1,754
PUERTO RICO	95	0	95
RHODE ISLAND	147	6	153
SOUTH CAROLINA	295	11	.
SOUTH DAKOTA	101	7	109
TENNESSEE	269	2	271
TEXAS	597	78	675
UTAH	156	28	184
VERMONT	97	4	101
VIRGINIA	1,093	153	1,246
WASHINGTON	466	3	469
WEST VIRGINIA	188	23	211
WISCONSIN	669	35	705
WYOMING	68	0	68
AMERICAN SAMOA	0	8	8
GUAM	9	0	9
NORTHERN MARIANAS	3	0	3
PALAU	1	1	2
VIRGIN ISLANDS	88	51	139
BUR. OF INDIAN AFFAIRS	165	36	201
U.S. AND OUTLYING AREAS	27,446	3,344	30,484
50 STATES, D.C. & P.R.	27,180	3,248	30,122

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the individual states and outlying areas because of rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC2

Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 6-21 With Disabilities, During the 1999-2000 School Year

	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	TOTAL EMPLOYED
ALABAMA	5,802	203	6,006
ALASKA	1,030	53	1,083
ARIZONA	5,913	493	6,406
ARKANSAS	3,151	185	3,336
CALIFORNIA	22,043	6,444	28,487
COLORADO	3,264	714	3,977
CONNECTICUT	5,082	0	5,082
DELAWARE	1,268	364	1,632
DISTRICT OF COLUMBIA	591	38	629
FLORIDA	14,606	2,396	17,002
GEORGIA	10,194	325	10,519
HAWAII	1,227	362	1,589
IDAHO	983	29	1,012
ILLINOIS	20,721	977	21,697
INDIANA	5,427	754	6,181
IOWA	4,753	635	5,388
KANSAS	3,310	95	3,406
KENTUCKY	4,985	706	5,691
LOUISIANA	5,633	2,588	8,221
MAINE	2,064	281	2,345
MARYLAND	5,872	770	6,642
MASSACHUSETTS	10,322	0	10,322
MICHIGAN	12,088	783	12,871
MINNESOTA	6,791	557	7,349
MISSISSIPPI	3,842	320	4,162
MISSOURI	8,116	608	8,724
MONTANA	773	75	848
NEBRASKA	2,094	17	2,111
NEVADA	1,855	69	1,924
NEW HAMPSHIRE	1,733	273	2,005
NEW JERSEY	15,695	225	15,920
NEW MEXICO	3,628	264	3,891
NEW YORK	19,669	4,817	24,486
NORTH CAROLINA	7,835	1,333	9,168
NORTH DAKOTA	691	45	736
OHIO	13,875	664	14,539
OKLAHOMA	4,005	49	4,055
OREGON	2,552	105	2,657
PENNSYLVANIA	14,763	90	14,853
PUERTO RICO	3,120	22	3,142
RHODE ISLAND	1,603	19	1,622
SOUTH CAROLINA	4,578	409	4,987
SOUTH DAKOTA	874	20	894
TENNESSEE	4,703	73	4,776
TEXAS	21,905	3,480	25,385
UTAH	2,348	334	2,682
VERMONT	890	43	933
VIRGINIA	10,456	1,636	12,092
WASHINGTON	4,241	53	4,294
WEST VIRGINIA	2,308	381	2,689
WISCONSIN	7,060	205	7,264
WYOMING	784	42	826
AMERICAN SAMOA	14	81	95
GUAM	144	6	150
NORTHERN MARIANAS	40	0	40
PALAU	9	18	27
VIRGIN ISLANDS	88	51	139
BUR. OF INDIAN AFFAIRS	407	61	468
U.S. AND OUTLYING AREAS	323,816	35,640	359,456
50 STATES, D.C. & P.R.	323,114	35,423	358,537

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the individual states and outlying areas because of rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	SCHOOL SOCIAL WORKERS EMPLOYED		OCCUPATIONAL THERAPISTS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	30	0	60	1
ALASKA	1	0	30	0
ARIZONA	115	17	194	5
ARKANSAS	7	0	74	0
CALIFORNIA	114	4	312	63
COLORADO	291	19	207	6
CONNECTICUT	628	.	.	.
DELAWARE	.	.	4	1
DISTRICT OF COLUMBIA	124	0	1	0
FLORIDA	580	0	328	0
GEORGIA	82	0	154	0
HAWAII	55	0	24	0
IDAHO	59	0	11	0
ILLINOIS	2,517	209	575	0
INDIANA	57	5	157	4
IOWA	230	0	47	0
KANSAS	240	.	154	.
KENTUCKY	16	0	141	8
LOUISIANA	269	8	118	1
MAINE	155	0	114	0
MARYLAND	179	5	197	5
MASSACHUSETTS	864	.	341	.
MICHIGAN	1,329	106	444	9
MINNESOTA	730	0	328	0
MISSISSIPPI	86	0	58	0
MISSOURI	102	4	176	0
MONTANA	13	0	19	0
NEBRASKA	1	3	33	0
NEVADA	7	0	44	0
NEW HAMPSHIRE	38	3	159	0
NEW JERSEY	1,598	14	637	3
NEW MEXICO	268	15	224	15
NEW YORK	2,097	307	1,566	0
NORTH CAROLINA	187	34	210	1
NORTH DAKOTA	55	0	32	0
OHIO	10	0	357	37
OKLAHOMA	5	0	69	0
OREGON	36	0	102	0
PENNSYLVANIA	182	3	411	5
PUERTO RICO	115	0	21	0
RHODE ISLAND	132	2	79	0
SOUTH CAROLINA	74	5	102	3
SOUTH DAKOTA	11	0	55	0
TENNESSEE	36	0	119	0
TEXAS	72	.	359	.
UTAH	25	1	42	1
VERMONT	45	1	28	1
VIRGINIA	468	24	244	6
WASHINGTON	63	1	358	1
WEST VIRGINIA	2	0	45	2
WISCONSIN	489	3	375	9
WYOMING	69	0	55	0
AMERICAN SAMOA	0	0	1	3
GUAM	8	0	2	0
NORTHERN MARIANAS	0	0	2	0
PALAU	0	0	0	0
VIRGIN ISLANDS	5	0	3	0
BUR. OF INDIAN AFFAIRS	18	5	24	1
U.S. AND OUTLYING AREAS	14,988	798	10,023	191
50 STATES, D.C. & P.R.	14,957	793	9,991	187

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the individual states and outlying areas because of rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED		PHYSICAL THERAPISTS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	9	5	43	1
ALASKA	1	0	54	1
ARIZONA	8	4	83	2
ARKANSAS	1	0	54	0
CALIFORNIA	0	0	46	0
COLORADO	.	.	58	4
CONNECTICUT	.	.	.	.
DELAWARE	.	.	5	2
DISTRICT OF COLUMBIA	0	0	2	0
FLORIDA	28	0	168	0
GEORGIA	15	1	61	0
HAWAII	0	0	11	0
IDAHO	0	0	2	0
ILLINOIS	11	0	304	0
INDIANA	15	1	103	3
IOWA	9	0	32	0
KANSAS	1	.	66	.
KENTUCKY	2	0	78	8
LOUISIANA	1	0	69	0
MAINE	17	2	59	0
MARYLAND	0	0	124	2
MASSACHUSETTS	.	.	136	.
MICHIGAN	.	.	248	5
MINNESOTA	.	.	131	0
MISSISSIPPI	19	0	66	0
MISSOURI	.	.	77	.
MONTANA	1	0	13	0
NEBRASKA	.	.	21	0
NEVADA	8	0	32	1
NEW HAMPSHIRE	9	0	55	0
NEW JERSEY	12	0	392	1
NEW MEXICO	7	1	93	9
NEW YORK	100	0	977	0
NORTH CAROLINA	39	0	61	1
NORTH DAKOTA	.	.	21	0
OHIO	16	0	238	0
OKLAHOMA	3	0	76	0
OREGON	2	2	61	0
PENNSYLVANIA	7	1	235	3
PUERTO RICO	0	0	2	0
RHODE ISLAND	0	0	37	1
SOUTH CAROLINA	7	1	56	0
SOUTH DAKOTA	2	0	43	0
TENNESSEE	6	0	98	0
TEXAS	6	.	180	.
UTAH	3	0	26	0
VERMONT	1	0	14	0
VIRGINIA	1	0	166	5
WASHINGTON	0	0	153	1
WEST VIRGINIA	0	0	32	0
WISCONSIN	.	.	238	4
WYOMING	0	0	25	0
AMERICAN SAMOA	.	.	.	.
GUAM	3	0	4	0
NORTHERN MARIANAS	0	0	2	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	1	0
BUR. OF INDIAN AFFAIRS	4	0	18	0
U.S. AND OUTLYING AREAS	375	18	5,450	52
50 STATES, D.C. & P.R.	368	18	5,425	52

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the individual states and outlying areas because of rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

STATE	TEACHER AIDES EMPLOYED		PHYSICAL EDUCATION TEACHERS EMPLOYED	
	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	2,326	649	88	42
ALASKA	4	911	4	1
ARIZONA	2,640	2,307	155	13
ARKANSAS	1,515	0	5	0
CALIFORNIA	26,640	9,206	811	79
COLORADO	3,947	.	37	4
CONNECTICUT	5,985	.	.	.
DELAWARE	929	0	.	.
DISTRICT OF COLUMBIA	350	0	0	0
FLORIDA	11,256	0	146	41
GEORGIA	6,037	3	52	0
HAWAII	1,173	31	2	0
IDAHO	1,836	0	4	0
ILLINOIS	22,938	0	231	1
INDIANA	5,742	0	25	1
IOWA	4,483	0	15	0
KANSAS	7,783	.	57	1
KENTUCKY	4,057	11	65	0
LOUISIANA	6,707	0	330	23
MAINE	2,996	30	29	0
MARYLAND	4,582	0	121	8
MASSACHUSETTS	9,092	.	.	.
MICHIGAN	3,209	.	96	2
MINNESOTA	9,684	0	328	20
MISSISSIPPI	1,124	0	120	1
MISSOURI	6,502	.	23	.
MONTANA	957	0	8	0
NEBRASKA	2,139	0	.	.
NEVADA	1,286	108	57	1
NEW HAMPSHIRE	4,363	555	42	3
NEW JERSEY	13,212	0	293	8
NEW MEXICO	2,485	103	0	0
NEW YORK	19,107	0	1,058	211
NORTH CAROLINA	6,166	503	37	9
NORTH DAKOTA	1,147	8	7	0
OHIO	4,528	24	139	7
OKLAHOMA	2,270	133	13	0
OREGON	4,461	0	58	0
PENNSYLVANIA	8,270	0	191	0
PUERTO RICO	1,731	0	131	1
RHODE ISLAND	1,569	2	135	0
SOUTH CAROLINA	1,908	908	35	1
SOUTH DAKOTA	1,107	0	18	0
TENNESSEE	4,728	0	23	0
TEXAS	23,448	.	.	.
UTAH	0	2,225	20	1
VERMONT	2,899	0	17	0
VIRGINIA	7,354	0	182	16
WASHINGTON	6,244	131	35	2
WEST VIRGINIA	1,395	0	14	0
WISCONSIN	5,894	102	137	2
WYOMING	1,116	0	13	5
AMERICAN SAMOA	33	11	10	0
GUAM	277	0	0	0
NORTHERN MARIANAS	0	90	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	39	51	1	1
BUR. OF INDIAN AFFAIRS	300	222	17	4
U.S. AND OUTLYING AREAS	283,971	18,324	5,432	507
50 STATES, D.C. & P.R.	283,322	17,950	5,404	502

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	SUPERVISORS/ ADMINISTRATORS		OTHER PROFESSIONAL STAFF	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	228	3	422	12
ALASKA	0	0	36	0
ARIZONA	376	26	584	119
ARKANSAS	133	3	12	0
CALIFORNIA	989	16	4,948	320
COLORADO	138	47	337	68
CONNECTICUT	99	.	.	.
DELAWARE	12	0	.	.
DISTRICT OF COLUMBIA	1	0	72	0
FLORIDA	378	0	1,427	0
GEORGIA	562	0	44	0
HAWAII	0	0	26	0
IDAHO	50	1	5	0
ILLINOIS	899	7	1,031	184
INDIANA	257	1	1,746	0
IOWA	147	6	494	18
KANSAS	61	.	209	.
KENTUCKY	186	3	143	5
LOUISIANA	249	0	351	0
MAINE	130	6	139	0
MARYLAND	196	0	163	2
MASSACHUSETTS	296	.	3,499	.
MICHIGAN	383	80	283	9
MINNESOTA	106	1	487	0
MISSISSIPPI	152	0	524	0
MISSOURI	217	168	49	0
MONTANA	33	0	12	2
NEBRASKA	32	0	.	.
NEVADA	72	0	235	1
NEW HAMPSHIRE	222	10	599	40
NEW JERSEY	1,008	11	722	50
NEW MEXICO	80	12	101	9
NEW YORK	2,198	119	13,552	2,278
NORTH CAROLINA	230	37	443	18
NORTH DAKOTA	60	2	.	.
OHIO	520	3	389	0
OKLAHOMA	181	0	277	0
OREGON	181	13	218	10
PENNSYLVANIA	920	15	964	69
PUERTO RICO	91	0	98	0
RHODE ISLAND	61	2	129	4
SOUTH CAROLINA	161	4	161	4
SOUTH DAKOTA	7	0	58	0
TENNESSEE	211	0	499	0
TEXAS	217	.	1,163	14
UTAH	108	2	379	3
VERMONT	88	3	.	.
VIRGINIA	387	45	693	0
WASHINGTON	555	2	259	1
WEST VIRGINIA	70	0	287	1
WISCONSIN	273	24	13	1
WYOMING	46	0	49	4
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	10	0
NORTHERN MARIANAS	1	0	.	.
PALAU	0	0	4	0
VIRGIN ISLANDS	5	2	.	.
BUR. OF INDIAN AFFAIRS	61	6	32	0
U.S. AND OUTLYING AREAS	14,322	678	38,376	3,246
50 STATES, D.C. & P.R.	14,255	670	38,330	3,246

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	PSYCHOLOGISTS EMPLOYED		DIAGNOSTIC & EVALUATION STAFF EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	45	1	187	2
ALASKA	119	0	0	0
ARIZONA	643	12	49	10
ARKANSAS	7	0	137	0
CALIFORNIA	3,158	75	160	2
COLORADO	470	35	.	.
CONNECTICUT	789	.	.	.
DELAWARE	89	10	.	.
DISTRICT OF COLUMBIA	113	0	0	0
FLORIDA	977	0	232	0
GEORGIA	587	1	257	0
HAWAII	24	0	56	0
IDAHO	114	1	6	0
ILLINOIS	1,691	93	13	0
INDIANA	442	4	49	0
IOWA	326	18	4	0
KANSAS	471	.	3	.
KENTUCKY	268	11	101	6
LOUISIANA	317	10	400	1
MAINE	115	1	69	0
MARYLAND	383	30	482	3
MASSACHUSETTS	.	.	.	.
MICHIGAN	897	22	.	.
MINNESOTA	526	18	33	0
MISSISSIPPI	84	0	182	0
MISSOURI	58	10	506	.
MONTANA	86	7	0	0
NEBRASKA	97	8	.	.
NEVADA	177	3	5	0
NEW HAMPSHIRE	108	1	152	2
NEW JERSEY	1,385	11	3,838	6
NEW MEXICO	130	10	304	10
NEW YORK	2,696	433	416	41
NORTH CAROLINA	517	9	121	1
NORTH DAKOTA	38	3	.	.
OHIO	1,266	0	82	0
OKLAHOMA	107	0	58	0
OREGON	256	4	86	1
PENNSYLVANIA	823	5	31	0
PUERTO RICO	16	0	0	0
RHODE ISLAND	157	3	113	1
SOUTH CAROLINA	328	8	10	0
SOUTH DAKOTA	60	0	12	1
TENNESSEE	364	0	74	0
TEXAS	522	.	2,716	.
UTAH	181	6	8	1
VERMONT	55	0	26	0
VIRGINIA	624	10	70	1
WASHINGTON	784	5	0	0
WEST VIRGINIA	116	2	80	1
WISCONSIN	836	4	353	13
WYOMING	51	0	29	1
AMERICAN SAMOA	0	0	.	.
GUAM	0	0	12	0
NORTHERN MARIANAS	1	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	5	0	0	8
BUR. OF INDIAN AFFAIRS	30	3	22	0
U.S. AND OUTLYING AREAS	24,531	883	11,541	111
50 STATES, D.C. & P.R.	24,495	880	11,508	103

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Data based on the December 1, 1999 count, updated as of August 30, 2001.
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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	AUDIOLOGISTS EMPLOYED		WORK-STUDY COORDINATORS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	11	0	20	2
ALASKA	4	0	0	0
ARIZONA	44	1	58	14
ARKANSAS	1	0	3	0
CALIFORNIA	80	0	57	6
COLORADO	39	2	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	54	0	159	0
GEORGIA	25	0	7	0
HAWAII	0	0	13	2
IDAHO	5	0	4	0
ILLINOIS	43	0	.	.
INDIANA	9	0	17	0
IOWA	54	0	47	5
KANSAS	20	1	21	.
KENTUCKY	8	0	27	7
LOUISIANA	22	1	22	0
MAINE	19	0	2	0
MARYLAND	29	0	28	3
MASSACHUSETTS	.	.	.	.
MICHIGAN	35	1	73	1
MINNESOTA	48	0	199	0
MISSISSIPPI	29	0	23	1
MISSOURI	14	.	17	8
MONTANA	2	0	2	0
NEBRASKA	3	3	.	.
NEVADA	5	0	8	0
NEW HAMPSHIRE	1	0	27	9
NEW JERSEY	78	0	101	1
NEW MEXICO	27	0	0	0
NEW YORK	70	2	82	10
NORTH CAROLINA	47	0	66	3
NORTH DAKOTA	3	0	3	0
OHIO	26	8	176	0
OKLAHOMA	8	1	33	2
OREGON	12	0	9	7
PENNSYLVANIA	21	0	46	0
PUERTO RICO	0	0	2	0
RHODE ISLAND	2	0	16	1
SOUTH CAROLINA	13	0	25	6
SOUTH DAKOTA	4	0	16	0
TENNESSEE	36	0	13	0
TEXAS	53	.	.	.
UTAH	25	1	15	0
VERMONT	3	0	21	1
VIRGINIA	28	1	70	3
WASHINGTON	27	0	75	2
WEST VIRGINIA	9	0	18	0
WISCONSIN	15	.	.	.
WYOMING	5	0	0	0
AMERICAN SAMOA	12	0	2	0
GUAM	1	0	1	0
NORTHERN MARIANAS	1	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	0	1	0
U.S. AND OUTLYING AREAS	1,136	22	1,626	94
50 STATES, D.C. & P.R.	1,113	22	1,622	94

Please see data notes for an explanation of individual state differences.
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Data based on the December 1, 1999 count, updated as of August 30, 2001.
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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	VOCATIONAL EDUCATION TEACHERS EMPLOYED		COUNSELORS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	118	6	176	4
ALASKA	0	0	3	0
ARIZONA	159	6	342	26
ARKANSAS	7	0	13	1
CALIFORNIA	245	13	544	43
COLORADO	20	1	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	146	2	1,827	0
GEORGIA	120	0	9	0
HAWAII	0	0	527	42
IDAHO	2	0	0	0
ILLINOIS	151	2	1,051	23
INDIANA	31	8	36	0
IOWA	11	0	12	0
KANSAS	70	1	39	.
KENTUCKY	94	6	291	2
LOUISIANA	63	6	6	3
MAINE	7	1	20	1
MARYLAND	146	32	163	0
MASSACHUSETTS	68	.	.	.
MICHIGAN	.	.	.	.
MINNESOTA	180	0	21	0
MISSISSIPPI	233	0	242	0
MISSOURI	74	.	2	.
MONTANA	9	0	6	3
NEBRASKA	.	.	6	0
NEVADA	16	0	186	0
NEW HAMPSHIRE	12	3	163	8
NEW JERSEY	765	14	1,371	5
NEW MEXICO	0	0	0	0
NEW YORK	297	42	1,664	229
NORTH CAROLINA	22	0	350	95
NORTH DAKOTA	9	0	.	.
OHIO	145	1	3	0
OKLAHOMA	9	0	39	0
OREGON	27	3	253	17
PENNSYLVANIA	76	0	504	1
PUERTO RICO	176	14	11	0
RHODE ISLAND	14	0	105	0
SOUTH CAROLINA	63	1	23	2
SOUTH DAKOTA	17	0	23	0
TENNESSEE	134	0	113	0
TEXAS	.	.	416	.
UTAH	11	0	36	0
VERMONT	9	0	54	0
VIRGINIA	338	32	1,056	18
WASHINGTON	328	5	455	2
WEST VIRGINIA	39	0	11	0
WISCONSIN	53	2	.	.
WYOMING	0	0	20	14
AMERICAN SAMOA	1	0	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	2	0	7	37
BUR. OF INDIAN AFFAIRS	6	2	48	5
U.S. AND OUTLYING AREAS	4,521	201	12,244	581
50 STATES, D.C. & P.R.	4,512	199	12,188	539

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	REHABILITATION COUNSELORS EMPLOYED		INTERPRETERS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	2	0	83	6
ALASKA	0	0	10	14
ARIZONA	12	1	146	39
ARKANSAS	0	0	64	0
CALIFORNIA	0	0	0	0
COLORADO	.	.	143	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	8	6
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	0	0	409	0
GEORGIA	7	0	148	0
HAWAII	0	0	0	0
IDAHO	9	0	47	0
ILLINOIS	3	0	174	0
INDIANA	3	0	59	6
IOWA	0	.	145	0
KANSAS	0	.	58	.
KENTUCKY	4	1	65	31
LOUISIANA	1	0	121	17
MAINE	0	0	34	4
MARYLAND	0	0	89	17
MASSACHUSETTS	5	.	.	.
MICHIGAN	.	.	22	48
MINNESOTA	0	0	217	0
MISSISSIPPI	33	0	57	0
MISSOURI	0	0	155	0
MONTANA	1	0	29	0
NEBRASKA	.	.	.	.
NEVADA	0	0	80	8
NEW HAMPSHIRE	13	2	26	19
NEW JERSEY	13	0	117	9
NEW MEXICO	0	0	60	7
NEW YORK	28	0	384	0
NORTH CAROLINA	0	0	263	30
NORTH DAKOTA	.	.	13	1
OHIO	5	1	124	14
OKLAHOMA	1	0	95	23
OREGON	0	0	141	7
PENNSYLVANIA	13	0	225	0
PUERTO RICO	0	0	2	0
RHODE ISLAND	1	0	12	6
SOUTH CAROLINA	2	0	76	20
SOUTH DAKOTA	0	0	28	0
TENNESSEE	553	0	30	0
TEXAS	.	.	388	.
UTAH	2	0	67	37
VERMONT	.	.	.	.
VIRGINIA	0	0	109	132
WASHINGTON	2	0	206	7
WEST VIRGINIA	1	0	71	7
WISCONSIN	.	.	220	5
WYOMING	0	0	0	0
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	9
NORTHERN MARIANAS	.	.	.	.
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	2	3
U.S. AND OUTLYING AREAS	715	5	5,022	531
50 STATES, D.C. & P.R.	715	5	5,020	519

Please see data notes for an explanation of individual state differences.
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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	SPEECH PATHOLOGISTS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	188	8	9	1
ALASKA	185	0	36	1
ARIZONA	916	31	35	0
ARKANSAS	.	.	25	0
CALIFORNIA	4,293	319	126	0
COLORADO	768	35	.	.
CONNECTICUT	878	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	110	0	0	0
FLORIDA	1,835	56	32	0
GEORGIA	1,324	2	18	0
HAWAII	134	1	9	0
IDAHO	182	0	6	0
ILLINOIS	.	.	51	.
INDIANA	1,119	14	0	0
IOWA	500	5	32	0
KANSAS	653	0	96	1
KENTUCKY	799	89	9	0
LOUISIANA	197	1	0	0
MAINE	452	56	17	0
MARYLAND	1,038	57	0	0
MASSACHUSETTS	.	.	.	.
MICHIGAN	1,560	72	4	.
MINNESOTA	1,501	3	54	0
MISSISSIPPI	0	0	41	0
MISSOURI	57	.	28	0
MONTANA	163	10	0	0
NEBRASKA	524	14	.	0
NEVADA	279	0	0	1
NEW HAMPSHIRE	348	9	9	2
NEW JERSEY	2,355	91	85	0
NEW MEXICO	590	25	8	0
NEW YORK	2,902	345	1	0
NORTH CAROLINA	0	0	22	0
NORTH DAKOTA	241	4	.	.
OHIO	1,665	173	0	0
OKLAHOMA	446	0	45	0
OREGON	455	6	9	3
PENNSYLVANIA	733	2	42	0
PUERTO RICO	26	0	25	0
RHODE ISLAND	242	2	10	0
SOUTH CAROLINA	221	0	2	0
SOUTH DAKOTA	236	0	92	3
TENNESSEE	625	0	53	0
TEXAS	3,141	.	.	.
UTAH	325	19	10	1
VERMONT	225	15	.	.
VIRGINIA	0	0	0	0
WASHINGTON	905	9	17	0
WEST VIRGINIA	465	22	5	0
WISCONSIN	1,556	13	32	.
WYOMING	177	18	6	0
AMERICAN SAMOA	.	.	.	.
GUAM	15	0	2	0
NORTHERN MARIANAS	2	0	9	90
PALAU	0	0	1	0
VIRGIN ISLANDS	2	8	.	.
BUR. OF INDIAN AFFAIRS	60	2	18	2
U.S. AND OUTLYING AREAS	37,615	1,534	1,128	105
50 STATES, D.C. & P.R.	37,536	1,524	1,098	13

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 With Disabilities by Personnel Category, During the 1999-2000 School Year

	NON-PROFESSIONAL STAFF EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	511	74
ALASKA	7	25
ARIZONA	1,789	220
ARKANSAS	241	0
CALIFORNIA	1,217	611
COLORADO	492	.
CONNECTICUT	.	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	26	0
FLORIDA	3,609	0
GEORGIA	705	76
HAWAII	52	0
IDAHO	9	0
ILLINOIS	3,888	0
INDIANA	0	0
IOWA	474	.
KANSAS	.	.
KENTUCKY	554	2
LOUISIANA	1,247	0
MAINE	135	6
MARYLAND	389	26
MASSACHUSETTS	.	.
MICHIGAN	178	.
MINNESOTA	784	0
MISSISSIPPI	303	0
MISSOURI	0	0
MONTANA	252	0
NEBRASKA	.	.
NEVADA	8	2
NEW HAMPSHIRE	574	0
NEW JERSEY	1,012	17
NEW MEXICO	0	0
NEW YORK	3,867	0
NORTH CAROLINA	522	47
NORTH DAKOTA	.	.
OHIO	609	11
OKLAHOMA	594	5
OREGON	250	0
PENNSYLVANIA	904	270
PUERTO RICO	216	0
RHODE ISLAND	86	18
SOUTH CAROLINA	319	104
SOUTH DAKOTA	81	0
TENNESSEE	888	0
TEXAS	.	.
UTAH	51	177
VERMONT	.	.
VIRGINIA	765	0
WASHINGTON	102	8
WEST VIRGINIA	348	3
WISCONSIN	.	.
WYOMING	180	0
AMERICAN SAMOA	.	.
GUAM	0	39
NORTHERN MARIANAS	.	.
PALAU	0	8
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	17	8
U.S. AND OUTLYING AREAS	28,255	1,757
50 STATES, D.C. & P.R.	28,238	1,702

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the individual states and outlying areas because of rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	1,252	2,077	216	607	29
ALASKA	413	18	10	273	6
ARIZONA	2,290	.	104	604	21
ARKANSAS	2,176	185	8	361	14
CALIFORNIA	9,962	4,689	811	9,913	147
COLORADO	2,348	154	82	1,562	31
CONNECTICUT	3,223	37	46	2,608	19
DELAWARE	267	37	2	88	3
DISTRICT OF COLUMBIA	45	132	4	47	0
FLORIDA	5,516	4,140	6	3,257	99
GEORGIA	1,913	2,077	0	1,325	30
HAWAII	480	468	195	12	4
IDAHO	866	17	22	567	9
ILLINOIS	7,772	165	575	2,908	99
INDIANA	4,539	398	50	922	46
IOWA	2,501	57	46	861	22
KANSAS	2,241	.	31	1,022	21
KENTUCKY	1,947	305	13	837	21
LOUISIANA	1,090	1,769	40	185	46
MAINE	1,108	61	25	687	10
MARYLAND	3,088	458	85	1,357	23
MASSACHUSETTS	6,164	.	205	3,012	49
MICHIGAN	5,000	596	302	3,520	97
MINNESOTA	4,396	.	27	14	19
MISSISSIPPI	749	1,549	40	244	38
MISSOURI	4,391	313	172	915	44
MONTANA	512	20	21	143	8
NEBRASKA	1,246	40	47	611	13
NEVADA	454	653	1	162	29
NEW HAMPSHIRE	1,230	54	29	173	16
NEW JERSEY	9,599	.	378	995	54
NEW MEXICO	803	22	2	454	13
NEW YORK	9,749	4,558	673	3,418	129
NORTH CAROLINA	2,988	1,420	136	1,372	35
NORTH DAKOTA	532	8	7	275	1
OHIO	9,709	.	1,227	3,029	40
OKLAHOMA	3,449	.	10	436	28
OREGON	1,130	246	144	1,433	22
PENNSYLVANIA	6,941	39	89	1,432	55
PUERTO RICO	553	368	296	463	27
RHODE ISLAND	899	10	41	317	6
SOUTH CAROLINA	1,033	988	106	771	28
SOUTH DAKOTA	409	23	15	152	2
TENNESSEE	2,369	3,001	160	2,650	60
TEXAS	17,406	.	54	6,982	83
UTAH	1,598	97	79	673	23
VERMONT	403	11	14	266	6
VIRGINIA	4,218	1,155	95	1,192	62
WASHINGTON	2,702	270	0	0	19
WEST VIRGINIA	1,618	107	12	284	12
WISCONSIN	4,666	129	52	1,537	52
WYOMING	386	8	21	264	8
AMERICAN SAMOA	8	5	1	20	0
GUAM	36	.	0	4	0
NORTHERN MARIANAS	10	4	0	1	0
PALAU	2	.	0	2	0
VIRGIN ISLANDS	22	33	3	18	0
BUR. OF INDIAN AFFAIRS	163	18	8	49	4
U.S. AND OUTLYING AREAS	162,580	32,989	6,838	67,286	1,782
50 STATES, D.C. & P.R.	162,339	32,929	6,826	67,192	1,778

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1,781	1,235	2,086	9,283
ALASKA	277	226	436	1,659
ARIZONA	2,944	1,229	1,734	8,926
ARKANSAS	1,968	535	835	6,082
CALIFORNIA	22,194	11,256	2,760	61,732
COLORADO	3,389	1,076	1,003	9,645
CONNECTICUT	2,263	1,465	1,107	10,768
DELAWARE	568	68	124	1,157
DISTRICT OF COLUMBIA	3	14	51	296
FLORIDA	11,163	625	5,288	30,094
GEORGIA	2,963	2,734	3,210	14,252
HAWAII	264	0	227	1,650
IDAHO	1,151	173	437	3,242
ILLINOIS	6,942	3,782	5,388	27,631
INDIANA	2,805	1,684	2,306	12,750
IOWA	779	692	1,186	6,144
KANSAS	3,007	732	721	7,775
KENTUCKY	2,024	463	1,755	7,365
LOUISIANA	56	2,065	1,819	7,070
MAINE	948	161	500	3,500
MARYLAND	2,172	635	1,134	8,952
MASSACHUSETTS	2,375	1,425	2,465	15,695
MICHIGAN	4,118	4,506	4,753	22,892
MINNESOTA	509	2,810	1,796	9,571
MISSISSIPPI	1,078	285	884	4,867
MISSOURI	3,795	1,530	2,264	13,424
MONTANA	344	83	350	1,481
NEBRASKA	1,199	179	443	3,778
NEVADA	786	324	641	3,050
NEW HAMPSHIRE	387	425	641	2,955
NEW JERSEY	5,324	1,390	3,124	20,864
NEW MEXICO	1,038	653	517	3,502
NEW YORK	12,310	2,098	8,634	41,569
NORTH CAROLINA	3,480	799	3,167	13,397
NORTH DAKOTA	198	133	162	1,316
OHIO	5,203	380	3,256	22,844
OKLAHOMA	1,983	858	1,253	8,017
OREGON	2,585	728	1,196	7,484
PENNSYLVANIA	2,952	2,535	1,631	15,674
PUERTO RICO	453	246	860	3,266
RHODE ISLAND	1,002	14	384	2,673
SOUTH CAROLINA	1,214	847	1,254	6,241
SOUTH DAKOTA	103	285	78	1,067
TENNESSEE	7,068	1,433	1,812	18,553
TEXAS	862	3,372	2,122	30,881
UTAH	2,017	630	757	5,874
VERMONT	417	66	263	1,446
VIRGINIA	2,716	1,222	1,913	12,573
WASHINGTON	3,123	1,100	1,043	8,257
WEST VIRGINIA	883	488	911	4,315
WISCONSIN	3,523	1,068	1,927	12,954
WYOMING	89	219	263	1,258
AMERICAN SAMOA	0	6	17	57
GUAM	2	21	9	72
NORTHERN MARIANAS	0	1	11	27
PALAU	2	2	0	8
VIRGIN ISLANDS	6	7	37	126
BUR. OF INDIAN AFFAIRS	214	113	174	743
U.S. AND OUTLYING AREAS	143,019	63,131	85,119	562,744
50 STATES, D.C. & P.R.	142,795	62,981	84,871	561,711

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	966	773	48	401	11
ALASKA	328	7	2	209	3
ARIZONA	1,688	.	12	384	7
ARKANSAS	1,350	77	1	221	5
CALIFORNIA	7,960	3,427	52	6,999	40
COLORADO	1,505	71	20	947	12
CONNECTICUT	1,906	4	3	1,645	6
DELAWARE	213	6	0	70	1
DISTRICT OF COLUMBIA	25	81	0	33	0
FLORIDA	3,726	1,955	1	580	21
GEORGIA	1,163	436	0	546	3
HAWAII	317	232	86	6	1
IDAHO	565	5	2	439	5
ILLINOIS	5,057	43	104	1,433	29
INDIANA	3,058	54	10	514	19
IOWA	1,492	40	14	598	16
KANSAS	1,233	.	0	529	12
KENTUCKY	978	8	0	411	2
LOUISIANA	766	874	5	97	12
MAINE	655	17	3	422	4
MARYLAND	2,015	86	23	794	4
MASSACHUSETTS	3,615	.	120	1,772	33
MICHIGAN	3,361	258	14	1,919	17
MINNESOTA	2,072	.	5	9	7
MISSISSIPPI	596	965	1	147	21
MISSOURI	3,197	87	125	543	14
MONTANA	383	6	2	118	4
NEBRASKA	752	9	0	328	4
NEVADA	382	498	1	100	6
NEW HAMPSHIRE	735	18	2	105	6
NEW JERSEY	6,741	.	91	706	15
NEW MEXICO	629	11	0	324	3
NEW YORK	7,183	2,295	346	2,312	46
NORTH CAROLINA	2,039	210	17	774	4
NORTH DAKOTA	384	2	0	175	1
OHIO	5,351	.	555	1,280	10
OKLAHOMA	2,327	.	1	248	13
OREGON	788	133	29	924	8
PENNSYLVANIA	4,617	20	42	741	23
PUERTO RICO	379	164	63	314	6
RHODE ISLAND	637	6	13	185	3
SOUTH CAROLINA	756	289	8	441	7
SOUTH DAKOTA	307	12	0	121	0
TENNESSEE	1,726	1,689	81	1,303	16
TEXAS	12,789	.	26	4,568	28
UTAH	1,177	37	8	498	5
VERMONT	184	2	1	156	2
VIRGINIA	3,032	330	20	758	23
WASHINGTON	1,573	135	0	.	6
WEST VIRGINIA	1,078	14	0	180	4
WISCONSIN	2,813	26	1	651	13
WYOMING	277	2	1	166	2
AMERICAN SAMOA	7	.	0	20	0
GUAM	31	.	0	4	0
NORTHERN MARIANAS	7	2	0	1	0
PALAU	0	.	0	2	0
VIRGIN ISLANDS	7	11	1	10	0
BUR. OF INDIAN AFFAIRS	114	4	0	16	2
U.S. AND OUTLYING AREAS	109,012	15,431	1,960	39,202	565
50 STATES, D.C. & P.R.	108,846	15,414	1,959	39,149	563

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	914	623	1,135	4,871
ALASKA	181	153	318	1,201
ARIZONA	1,920	857	1,319	6,187
ARKANSAS	1,113	334	509	3,610
CALIFORNIA	16,155	8,352	2,139	45,124
COLORADO	1,667	564	609	5,395
CONNECTICUT	1,014	653	443	5,674
DELAWARE	349	45	93	777
DISTRICT OF COLUMBIA	1	8	0	148
FLORIDA	5,573	357	2,863	15,076
GEORGIA	1,151	982	1,050	5,331
HAWAII	138	0	111	891
IDAHO	776	132	320	2,244
ILLINOIS	3,177	2,057	2,838	14,743
INDIANA	1,335	871	1,325	7,186
IOWA	465	394	598	3,617
KANSAS	1,299	345	378	3,796
KENTUCKY	574	148	687	2,808
LOUISIANA	11	1,300	1,170	4,235
MAINE	379	69	227	1,776
MARYLAND	1,130	335	662	5,049
MASSACHUSETTS	1,396	839	1,447	9,222
MICHIGAN	1,999	1,955	2,731	12,254
MINNESOTA	117	1,057	663	3,930
MISSISSIPPI	836	210	708	3,484
MISSOURI	2,275	951	1,473	8,665
MONTANA	179	54	239	985
NEBRASKA	579	97	222	1,991
NEVADA	611	257	503	2,358
NEW HAMPSHIRE	171	198	319	1,554
NEW JERSEY	2,816	704	1,742	12,815
NEW MEXICO	654	394	355	2,370
NEW YORK	6,108	979	5,634	24,903
NORTH CAROLINA	1,516	304	1,499	6,363
NORTH DAKOTA	85	68	91	806
OHIO	2,018	120	1,384	10,718
OKLAHOMA	1,352	601	920	5,462
OREGON	1,518	463	817	4,680
PENNSYLVANIA	1,480	1,260	928	9,111
PUERTO RICO	247	138	471	1,782
RHODE ISLAND	632	9	229	1,714
SOUTH CAROLINA	567	460	654	3,182
SOUTH DAKOTA	63	171	51	725
TENNESSEE	3,948	866	1,163	10,792
TEXAS	509	2,273	1,513	21,706
UTAH	1,199	444	537	3,905
VERMONT	143	27	67	582
VIRGINIA	1,362	658	1,061	7,244
WASHINGTON	1,742	607	618	4,681
WEST VIRGINIA	434	243	538	2,491
WISCONSIN	1,227	422	776	5,929
WYOMING	54	136	175	813
AMERICAN SAMOA	0	4	12	43
GUAM	2	18	6	61
NORTHERN MARIANAS	0	1	11	22
PALAU	0	0	0	2
VIRGIN ISLANDS	5	5	18	57
BUR. OF INDIAN AFFAIRS	117	89	121	463
U.S. AND OUTLYING AREAS	77,283	35,661	48,490	327,604
50 STATES, D.C. & P.R.	77,159	35,544	48,322	326,956

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	5	11	1	74	0
ALASKA	16	1	0	26	0
ARIZONA	47	.	2	117	0
ARKANSAS	37	3	0	65	0
CALIFORNIA	397	122	8	1,197	7
COLORADO	129	1	0	197	1
CONNECTICUT	144	.	0	266	0
DELAWARE	0	.	0	8	0
DISTRICT OF COLUMBIA	8	8	0	3	0
FLORIDA	465	62	0	1,104	2
GEORGIA	42	14	0	51	0
HAWAII	8	4	0	1	0
IDAHO	10	.	0	58	1
ILLINOIS	105	.	3	599	0
INDIANA	30	.	0	190	1
IOWA	9	.	0	27	0
KANSAS	25	.	1	137	0
KENTUCKY	17	.	0	169	0
LOUISIANA	22	26	0	42	1
MAINE	74	1	1	91	1
MARYLAND	194	8	1	350	0
MASSACHUSETTS	1,099	.	37	537	9
MICHIGAN	98	7	.	605	1
MINNESOTA	120	.	0	1	0
MISSISSIPPI	15	7	0	59	0
MISSOURI	87	8	1	233	1
MONTANA	5	.	0	10	0
NEBRASKA	62	1	0	171	0
NEVADA	3	8	0	34	0
NEW HAMPSHIRE	133	5	2	25	0
NEW JERSEY	161	.	6	145	0
NEW MEXICO	19	3	0	67	0
NEW YORK	223	79	1	292	1
NORTH CAROLINA	24	.	2	267	0
NORTH DAKOTA	30	.	0	46	0
OHIO	79	.	3	638	1
OKLAHOMA	28	.	0	115	0
OREGON	69	15	4	321	2
PENNSYLVANIA	58	.	0	342	2
PUERTO RICO	15	7	4	22	0
RHODE ISLAND	42	.	1	49	0
SOUTH CAROLINA	13	14	2	147	0
SOUTH DAKOTA	1	.	0	3	0
TENNESSEE	97	125	8	238	1
TEXAS	125	.	0	487	1
UTAH	29	.	0	71	0
VERMONT	48	.	0	23	0
VIRGINIA	53	3	1	165	0
WASHINGTON	132	6	0	.	0
WEST VIRGINIA	11	.	0	39	0
WISCONSIN	105	.	0	192	0
WYOMING	15	.	1	32	0
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	19	.	2	22	0
U.S. AND OUTLYING AREAS	4,802	550	92	10,170	33
50 STATES, D.C. & P.R.	4,783	549	90	10,148	33

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	6	11	12	120
ALASKA	7	13	11	74
ARIZONA	90	23	30	309
ARKANSAS	41	15	17	178
CALIFORNIA	740	329	81	2,881
COLORADO	137	43	29	537
CONNECTICUT	117	71	55	653
DELAWARE	5	0	0	13
DISTRICT OF COLUMBIA	2	1	2	24
FLORIDA	399	30	146	2,208
GEORGIA	49	31	48	235
HAWAII	3	0	3	19
IDAHO	32	5	10	116
ILLINOIS	94	40	14	855
INDIANA	12	44	5	282
IOWA	4	2	14	56
KANSAS	36	8	6	213
KENTUCKY	27	3	20	236
LOUISIANA	1	30	18	140
MAINE	71	8	35	282
MARYLAND	151	47	52	803
MASSACHUSETTS	423	253	441	2,799
MICHIGAN	70	88	96	965
MINNESOTA	2	87	13	223
MISSISSIPPI	21	17	9	128
MISSOURI	83	59	21	493
MONTANA	3	1	5	24
NEBRASKA	141	27	26	428
NEVADA	7	2	3	57
NEW HAMPSHIRE	43	33	50	291
NEW JERSEY	59	29	35	435
NEW MEXICO	22	11	32	154
NEW YORK	260	21	118	995
NORTH CAROLINA	46	12	16	367
NORTH DAKOTA	16	11	13	116
OHIO	58	6	20	805
OKLAHOMA	12	7	9	171
OREGON	131	25	43	610
PENNSYLVANIA	24	64	2	492
PUERTO RICO	7	3	16	74
RHODE ISLAND	28	0	10	130
SOUTH CAROLINA	21	11	4	212
SOUTH DAKOTA	0	1	0	5
TENNESSEE	273	105	76	923
TEXAS	11	37	16	677
UTAH	47	5	7	159
VERMONT	33	4	22	130
VIRGINIA	107	21	13	363
WASHINGTON	50	22	11	221
WEST VIRGINIA	12	3	3	68
WISCONSIN	51	18	24	390
WYOMING	8	8	16	80
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	0	1
VIRGIN ISLANDS	0	0	0	1
BUR. OF INDIAN AFFAIRS	17	3	9	72
U.S. AND OUTLYING AREAS	4,110	1,749	1,787	23,293
50 STATES, D.C. & P.R.	4,093	1,745	1,778	23,219

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	65	1,078	116	39	12
ALASKA	21	5	3	11	0
ARIZONA	162	.	54	12	7
ARKANSAS	546	86	1	29	4
CALIFORNIA	194	428	459	141	27
COLORADO	149	25	26	37	2
CONNECTICUT	201	17	23	46	0
DELAWARE	18	27	2	3	1
DISTRICT OF COLUMBIA	3	26	3	2	0
FLORIDA	187	1,437	4	79	29
GEORGIA	211	1,240	0	229	13
HAWAII	21	123	36	0	0
IDAHO	183	4	12	22	2
ILLINOIS	842	79	338	58	33
INDIANA	703	232	26	74	5
IOWA	605	8	7	98	4
KANSAS	349	.	19	50	3
KENTUCKY	600	233	11	104	9
LOUISIANA	42	592	28	9	7
MAINE	64	14	8	11	2
MARYLAND	108	200	27	12	1
MASSACHUSETTS	592	.	20	290	4
MICHIGAN	514	169	218	179	15
MINNESOTA	844		16	0	8
MISSISSIPPI	79	453	25	29	8
MISSOURI	494	199	7	8	21
MONTANA	40	6	9	0	1
NEBRASKA	234	20	27	23	0
NEVADA	1	62	0	3	19
NEW HAMPSHIRE	46	19	14	4	0
NEW JERSEY	294	.	57	0	8
NEW MEXICO	53	1	1	1	2
NEW YORK	28	996	72	5	7
NORTH CAROLINA	273	986	66	93	11
NORTH DAKOTA	51	2	7	2	0
OHIO	2,605	.	444	220	7
OKLAHOMA	663	.	6	16	6
OREGON	44	37	65	15	4
PENNSYLVANIA	1,075	3	25	54	10
PUERTO RICO	59	173	161	83	7
RHODE ISLAND	29	3	15	0	1
SOUTH CAROLINA	105	554	79	63	17
SOUTH DAKOTA	54	5	10	8	0
TENNESSEE	59	784	43	61	10
TEXAS	1,258	.	2	145	11
UTAH	134	38	46	5	0
VERMONT	56	6	6	15	1
VIRGINIA	234	591	35	45	21
WASHINGTON	217	27	0	.	2
WEST VIRGINIA	361	83	10	19	5
WISCONSIN	606	59	47	60	23
WYOMING	15	3	15	0	3
AMERICAN SAMOA	0	3	0	0	0
GUAM	2	.	0	0	0
NORTHERN MARIANAS	1	1	0	0	0
PALAU	1	.	0	0	0
VIRGIN ISLANDS	13	20	2	5	0
BUR. OF INDIAN AFFAIRS	17	5	5	3	1
U.S. AND OUTLYING AREAS	16,425	11,162	2,758	2,520	394
50 STATES, D.C. & P.R.	16,391	11,133	2,751	2,512	393

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	463	329	609	2,711
ALASKA	13	15	13	81
ARIZONA	208	93	126	662
ARKANSAS	525	124	238	1,553
CALIFORNIA	1,108	497	93	2,947
COLORADO	180	38	34	491
CONNECTICUT	131	89	52	559
DELAWARE	92	9	17	169
DISTRICT OF COLUMBIA	0	0	2	36
FLORIDA	1,249	85	629	3,699
GEORGIA	776	610	949	4,028
HAWAII	38	0	14	232
IDAHO	123	14	44	404
ILLINOIS	809	382	440	2,981
INDIANA	545	281	352	2,218
IOWA	115	142	207	1,186
KANSAS	333	84	66	904
KENTUCKY	557	134	616	2,264
LOUISIANA	7	243	233	1,161
MAINE	51	4	16	170
MARYLAND	146	37	62	593
MASSACHUSETTS	228	136	238	1,508
MICHIGAN	559	454	549	2,657
MINNESOTA	32	125	132	1,157
MISSISSIPPI	129	38	122	883
MISSOURI	428	187	258	1,602
MONTANA	24	3	14	97
NEBRASKA	191	16	67	578
NEVADA	29	13	37	164
NEW HAMPSHIRE	23	15	23	144
NEW JERSEY	158	49	80	646
NEW MEXICO	35	12	19	124
NEW YORK	550	110	220	1,988
NORTH CAROLINA	707	170	770	3,076
NORTH DAKOTA	23	17	13	115
OHIO	1,632	126	1,138	6,172
OKLAHOMA	286	113	158	1,248
OREGON	216	51	64	496
PENNSYLVANIA	392	238	194	1,991
PUERTO RICO	153	80	313	1,029
RHODE ISLAND	39	0	8	95
SOUTH CAROLINA	284	146	361	1,609
SOUTH DAKOTA	13	41	7	138
TENNESSEE	966	189	277	2,389
TEXAS	55	192	88	1,751
UTAH	145	37	48	453
VERMONT	48	8	29	169
VIRGINIA	328	138	219	1,611
WASHINGTON	230	78	62	616
WEST VIRGINIA	222	110	237	1,047
WISCONSIN	348	132	215	1,490
WYOMING	4	14	5	59
AMERICAN SAMOA	0	1	2	6
GUAM	0	0	1	3
NORTHERN MARIANAS	0	0	0	2
PALAU	0	0	0	1
VIRGIN ISLANDS	1	2	17	60
BUR. OF INDIAN AFFAIRS	20	8	15	74
U.S. AND OUTLYING AREAS	15,967	6,259	10,812	66,297
50 STATES, D.C. & P.R.	15,946	6,248	10,777	66,151

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	65	60	22	64	2
ALASKA	19	.	0	13	1
ARIZONA	154	.	7	58	1
ARKANSAS	10	1	0	12	0
CALIFORNIA	604	280	24	747	11
COLORADO	272	31	7	243	4
CONNECTICUT	499	6	2	347	5
DELAWARE	14	.	0	3	1
DISTRICT OF COLUMBIA	8	8	0	3	0
FLORIDA	474	407	0	167	20
GEORGIA	229	234	0	378	8
HAWAII	94	59	65	3	1
IDAHO	19	5	0	17	0
ILLINOIS	1,296	33	81	503	14
INDIANA	382	52	6	113	6
IOWA	280	8	17	105	2
KANSAS	228	.	0	164	1
KENTUCKY	96	2	0	76	3
LOUISIANA	46	108	0	10	9
MAINE	129	11	1	120	1
MARYLAND	385	46	8	95	4
MASSACHUSETTS	500	.	17	245	3
MICHIGAN	445	57	6	546	7
MINNESOTA	752	.	3	3	3
MISSISSIPPI	4	8	2	4	0
MISSOURI	234	7	34	76	3
MONTANA	29	4	2	8	0
NEBRASKA	68	3	2	47	1
NEVADA	30	33	0	9	2
NEW HAMPSHIRE	129	6	4	17	1
NEW JERSEY	1,278	.	95	89	4
NEW MEXICO	49	3	0	40	4
NEW YORK	1,137	331	118	501	20
NORTH CAROLINA	135	27	9	102	2
NORTH DAKOTA	33	3	0	33	0
OHIO	481	.	150	229	8
OKLAHOMA	135	.	0	30	1
OREGON	69	26	10	69	2
PENNSYLVANIA	791	16	14	225	7
PUERTO RICO	6	2	6	8	0
RHODE ISLAND	101	1	6	14	1
SOUTH CAROLINA	58	49	4	72	1
SOUTH DAKOTA	8	3	3	12	0
TENNESSEE	109	112	8	209	3
TEXAS	1,345	.	2	870	4
UTAH	112	4	0	58	2
VERMONT	68	2	1	49	2
VIRGINIA	424	105	19	124	9
WASHINGTON	102	30	0	.	0
WEST VIRGINIA	75	2	0	37	0
WISCONSIN	795	31	1	542	7
WYOMING	27	1	1	32	0
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	2	0
BUR. OF INDIAN AFFAIRS	10	5	0	3	0
U.S. AND OUTLYING AREAS	14,842	2,222	757	7,546	191
50 STATES, D.C. & P.R.	14,832	2,217	757	7,541	191

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"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	331	244	264	1,052
ALASKA	44	21	67	165
ARIZONA	540	194	195	1,149
ARKANSAS	39	10	16	88
CALIFORNIA	2,865	1,448	299	6,278
COLORADO	1,057	351	278	2,243
CONNECTICUT	646	491	440	2,436
DELAWARE	62	9	8	97
DISTRICT OF COLUMBIA	0	3	2	24
FLORIDA	3,338	124	1,453	5,983
GEORGIA	795	872	958	3,474
HAWAII	70	0	89	381
IDAHO	96	15	41	193
ILLINOIS	2,598	1,174	1,995	7,694
INDIANA	768	426	540	2,293
IOWA	182	137	349	1,080
KANSAS	820	177	175	1,565
KENTUCKY	632	132	320	1,261
LOUISIANA	32	295	248	748
MAINE	301	53	155	771
MARYLAND	457	170	276	1,441
MASSACHUSETTS	193	116	198	1,272
MICHIGAN	1,137	1,555	1,076	4,829
MINNESOTA	335	1,287	884	3,267
MISSISSIPPI	45	9	19	91
MISSOURI	759	240	430	1,783
MONTANA	92	15	68	218
NEBRASKA	213	21	106	461
NEVADA	105	35	62	276
NEW HAMPSHIRE	92	118	146	513
NEW JERSEY	1,514	436	916	4,332
NEW MEXICO	265	190	79	630
NEW YORK	4,275	805	2,175	9,362
NORTH CAROLINA	810	237	609	1,931
NORTH DAKOTA	60	32	39	200
OHIO	1,112	104	565	2,649
OKLAHOMA	182	98	126	572
OREGON	443	104	177	900
PENNSYLVANIA	981	882	475	3,391
PUERTO RICO	12	12	18	64
RHODE ISLAND	241	4	98	466
SOUTH CAROLINA	276	180	180	820
SOUTH DAKOTA	14	35	11	86
TENNESSEE	1,179	188	147	1,955
TEXAS	188	540	346	3,295
UTAH	477	106	141	900
VERMONT	162	23	128	435
VIRGINIA	623	326	475	2,105
WASHINGTON	428	164	137	861
WEST VIRGINIA	162	91	110	477
WISCONSIN	1,763	442	846	4,427
WYOMING	14	34	50	159
AMERICAN SAMOA	0	0	1	1
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	2	4
BUR. OF INDIAN AFFAIRS	44	9	24	95
U.S. AND OUTLYING AREAS	33,869	14,784	19,032	93,243
50 STATES, D.C. & P.R.	33,825	14,775	19,005	93,143

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	1	27	25	3	2
ALASKA	3	4	3	0	1
ARIZONA	44	.	21	6	4
ARKANSAS	28	8	3	0	3
CALIFORNIA	45	46	82	31	8
COLORADO	68	15	26	14	7
CONNECTICUT	59	6	11	20	4
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0	4	0	0	0
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	9	9	2	1	1
IDAHO	8	2	3	2	1
ILLINOIS	.	.	.	.	.
INDIANA	9	23	2	1	6
IOWA	21	.	5	0	0
KANSAS	163	.	11	56	1
KENTUCKY	34	44	2	7	3
LOUISIANA	5	34	5	0	10
MAINE	76	15	9	7	2
MARYLAND	97	77	22	13	12
MASSACHUSETTS	121	.	4	58	0
MICHIGAN	18	17	37	8	22
MINNESOTA	.	.	.	.	.
MISSISSIPPI	2	22	7	0	5
MISSOURI	19	2	3	0	2
MONTANA	12	2	8	0	2
NEBRASKA	3	2	14	1	2
NEVADA	0	8	0	0	2
NEW HAMPSHIRE	7	2	4	0	2
NEW JERSEY	726	.	118	15	13
NEW MEXICO	10	.	0	0	2
NEW YORK	140	515	106	11	35
NORTH CAROLINA	3	54	30	0	12
NORTH DAKOTA	.	.	.	.	.
OHIO	362	.	22	18	4
OKLAHOMA	72	.	2	4	3
OREGON	.	.	.	.	.
PENNSYLVANIA	116	.	7	18	6
PUERTO RICO	4	.	26	1	9
RHODE ISLAND	2	.	1	0	1
SOUTH CAROLINA	0	14	1	0	1
SOUTH DAKOTA	7	.	1	2	1
TENNESSEE	2	77	11	3	11
TEXAS	201	.	1	39	14
UTAH	48	13	18	9	9
VERMONT	1	.	3	1	0
VIRGINIA	24	29	9	5	3
WASHINGTON	102	25	0	.	5
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	1	.	0	0	0
AMERICAN SAMOA	0	2	1	0	0
GUAM	1	.	0	0	0
NORTHERN MARIANAS	0	1	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	2	3	1	2	0
U.S. AND OUTLYING AREAS	2,676	1,102	667	356	231
50 STATES, D.C. & P.R.	2,673	1,096	665	354	231

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	9	6	10	83
ALASKA	9	3	5	28
ARIZONA	60	19	12	166
ARKANSAS	20	2	4	68
CALIFORNIA	154	63	7	436
COLORADO	104	21	15	270
CONNECTICUT	68	37	27	232
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0	2	0	6
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	2	0	0	24
IDAHO	28	0	3	47
ILLINOIS	.	.	.	.
INDIANA	11	5	6	63
IOWA	1	3	3	33
KANSAS	228	53	49	561
KENTUCKY	76	17	23	206
LOUISIANA	1	10	4	69
MAINE	90	14	30	243
MARYLAND	127	12	28	388
MASSACHUSETTS	48	28	49	308
MICHIGAN	30	25	19	176
MINNESOTA	.	.	.	.
MISSISSIPPI	4	3	1	44
MISSOURI	12	1	4	43
MONTANA	12	1	5	42
NEBRASKA	6	0	2	30
NEVADA	6	2	4	22
NEW HAMPSHIRE	9	5	6	35
NEW JERSEY	668	155	279	1,974
NEW MEXICO	10	5	2	29
NEW YORK	475	75	153	1,510
NORTH CAROLINA	26	5	9	139
NORTH DAKOTA	.	.	.	.
OHIO	137	6	39	588
OKLAHOMA	19	3	1	104
OREGON	.	.	.	.
PENNSYLVANIA	20	30	5	202
PUERTO RICO	5	2	8	55
RHODE ISLAND	3	0	0	7
SOUTH CAROLINA	2	1	1	20
SOUTH DAKOTA	2	13	3	29
TENNESSEE	53	9	14	180
TEXAS	10	39	31	335
UTAH	37	8	1	143
VERMONT	4	0	1	10
VIRGINIA	34	9	13	126
WASHINGTON	62	25	19	238
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	0	0	0	1
AMERICAN SAMOA	0	0	0	3
GUAM	0	1	0	2
NORTHERN MARIANAS	0	0	0	1
PALAU	2	1	0	3
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	2	1	17
U.S. AND OUTLYING AREAS	2,690	721	896	9,339
50 STATES, D.C. & P.R.	2,682	717	895	9,313

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	35	40	1	5	0
ALASKA	5	.	1	2	1
ARIZONA	77	.	2	16	0
ARKANSAS	34	1	0	3	0
CALIFORNIA	187	106	7	90	1
COLORADO	61	1	0	15	1
CONNECTICUT	55	3	0	14	0
DELAWARE	11	.	0	0	0
DISTRICT OF COLUMBIA	1	1	0	4	0
FLORIDA	92	87	0	5	1
GEORGIA	37	23	0	14	0
HAWAII	8	9	1	0	0
IDAHO	11	.	0	4	0
ILLINOIS	100	2	8	17	4
INDIANA	115	13	3	4	0
IOWA	25	.	2	9	0
KANSAS	51	.	0	5	1
KENTUCKY	55	6	0	8	0
LOUISIANA	53	24	1	1	0
MAINE	17	.	0	2	0
MARYLAND	58	5	0	13	0
MASSACHUSETTS	63	.	2	30	0
MICHIGAN	144	17	2	34	.
MINNESOTA	106	.	0	0	0
MISSISSIPPI	11	28	0	2	0
MISSOURI	60	.	0	14	0
MONTANA	5	.	0	3	0
NEBRASKA	29	.	0	8	0
NEVADA	11	7	0	2	0
NEW HAMPSHIRE	16	1	0	2	0
NEW JERSEY	89	.	2	3	1
NEW MEXICO	9	.	0	3	0
NEW YORK	179	113	4	35	3
NORTH CAROLINA	73	33	1	17	0
NORTH DAKOTA	6	.	0	1	0
OHIO	112	.	11	5	1
OKLAHOMA	39	.	0	3	0
OREGON	31	4	1	12	0
PENNSYLVANIA	121	.	0	22	2
PUERTO RICO	20	13	7	9	0
RHODE ISLAND	4	.	0	1	0
SOUTH CAROLINA	30	19	1	5	1
SOUTH DAKOTA	10	2	0	1	0
TENNESSEE	34	34	1	18	1
TEXAS	305	.	1	39	1
UTAH	18	1	0	6	0
VERMONT	8	.	0	1	0
VIRGINIA	59	28	0	11	0
WASHINGTON	64	4	0	.	0
WEST VIRGINIA	17	.	0	0	0
WISCONSIN	85	.	0	11	1
WYOMING	12	.	0	5	0
AMERICAN SAMOA	1	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	2	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	0	0	0
U.S. AND OUTLYING AREAS	2,862	626	59	534	20
50 STATES, D.C. & P.R.	2,858	625	59	534	20

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	5	4	6	96
ALASKA	5	2	5	21
ARIZONA	26	5	20	146
ARKANSAS	13	5	8	64
CALIFORNIA	211	85	51	738
COLORADO	46	9	5	138
CONNECTICUT	14	8	9	103
DELAWARE	4	1	2	18
DISTRICT OF COLUMBIA	0	0	0	6
FLORIDA	86	3	41	315
GEORGIA	20	18	14	126
HAWAII	4	0	2	24
IDAHO	16	0	3	34
ILLINOIS	56	37	32	256
INDIANA	43	8	16	202
IOWA	3	2	4	45
KANSAS	23	4	3	87
KENTUCKY	14	2	8	93
LOUISIANA	1	28	24	132
MAINE	6	2	4	31
MARYLAND	27	1	7	111
MASSACHUSETTS	23	15	25	158
MICHIGAN	41	44	26	308
MINNESOTA	1	25	16	148
MISSISSIPPI	8	2	4	55
MISSOURI	24	13	10	121
MONTANA	4	0	2	14
NEBRASKA	13	3	2	55
NEVADA	5	0	6	31
NEW HAMPSHIRE	2	3	8	32
NEW JERSEY	21	1	8	125
NEW MEXICO	8	8	5	33
NEW YORK	102	13	71	520
NORTH CAROLINA	45	8	28	205
NORTH DAKOTA	2	2	1	12
OHIO	44	4	17	194
OKLAHOMA	30	6	2	80
OREGON	33	22	10	113
PENNSYLVANIA	10	20	8	183
PUERTO RICO	6	3	12	70
RHODE ISLAND	3	0	1	9
SOUTH CAROLINA	19	9	6	90
SOUTH DAKOTA	3	1	0	17
TENNESSEE	55	5	15	163
TEXAS	40	20	18	424
UTAH	8	5	5	43
VERMONT	2	0	0	11
VIRGINIA	32	10	12	152
WASHINGTON	51	16	14	149
WEST VIRGINIA	5	4	3	29
WISCONSIN	21	13	15	146
WYOMING	0	6	4	27
AMERICAN SAMOA	0	1	1	3
GUAM	0	1	1	2
NORTHERN MARIANAS	0	0	0	2
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	2
U.S. AND OUTLYING AREAS	1,284	507	620	6,512
50 STATES, D.C. & P.R.	1,284	505	618	6,503

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	21	14	0	2	0
ALASKA	2	.	0	1	0
ARIZONA	27	.	3	2	0
ARKANSAS	10	.	0	0	0
CALIFORNIA	135	85	92	127	31
COLORADO	116	6	1	98	4
CONNECTICUT	11	.	0	7	0
DELAWARE	8	2	0	3	0
DISTRICT OF COLUMBIA	0	4	0	0	0
FLORIDA	87	101	0	15	6
GEORGIA	27	13	0	16	3
HAWAII	7	2	1	0	0
IDAHO	13	.	0	4	0
ILLINOIS	120	3	13	8	7
INDIANA	54	4	1	2	3
IOWA	27	1	0	14	0
KANSAS	16	.	0	3	1
KENTUCKY	31	2	0	4	2
LOUISIANA	24	23	1	5	3
MAINE	3	.	0	1	0
MARYLAND	22	1	0	7	0
MASSACHUSETTS	43	.	1	20	0
MICHIGAN	365	51	7	210	34
MINNESOTA	82	.	0	0	0
MISSISSIPPI	25	47	1	1	4
MISSOURI	29	.	0	4	0
MONTANA	1	.	0	0	0
NEBRASKA	22	.	2	2	0
NEVADA	3	8	0	2	0
NEW HAMPSHIRE	4	.	0	1	1
NEW JERSEY	31	.	0	4	0
NEW MEXICO	4	2	0	0	0
NEW YORK	76	16	3	17	2
NORTH CAROLINA	44	7	0	7	1
NORTH DAKOTA	5	.	0	3	0
OHIO	116	.	6	19	1
OKLAHOMA	25	.	0	2	2
OREGON	12	3	9	13	3
PENNSYLVANIA	30	.	0	4	1
PUERTO RICO	14	3	3	7	0
RHODE ISLAND	4	.	2	1	0
SOUTH CAROLINA	15	14	3	2	1
SOUTH DAKOTA	7	.	0	0	0
TENNESSEE	35	23	0	106	2
TEXAS	172	.	0	65	6
UTAH	6	.	0	0	0
VERMONT	3	.	1	1	0
VIRGINIA	26	9	0	2	0
WASHINGTON	27	1	0	.	1
WEST VIRGINIA	4	.	1	0	1
WISCONSIN	62	3	1	12	6
WYOMING	2	1	0	3	1
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	0	0	0
U.S. AND OUTLYING AREAS	2,055	449	152	827	127
50 STATES, D.C. & P.R.	2,055	449	152	827	127

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	2	1	3	43
ALASKA	0	2	1	6
ARIZONA	9	6	2	49
ARKANSAS	16	4	4	34
CALIFORNIA	211	139	25	845
COLORADO	172	47	26	470
CONNECTICUT	5	3	2	28
DELAWARE	53	4	4	74
DISTRICT OF COLUMBIA	0	0	0	4
FLORIDA	68	2	28	307
GEORGIA	6	11	12	88
HAWAII	1	0	0	11
IDAHO	7	0	0	24
ILLINOIS	42	20	8	221
INDIANA	11	6	6	87
IOWA	5	2	5	54
KANSAS	8	0	1	29
KENTUCKY	6	1	7	53
LOUISIANA	0	9	4	69
MAINE	0	0	0	4
MARYLAND	2	0	0	32
MASSACHUSETTS	18	10	17	109
MICHIGAN	209	358	227	1,461
MINNESOTA	1	6	5	94
MISSISSIPPI	21	3	16	118
MISSOURI	6	4	3	46
MONTANA	0	0	0	1
NEBRASKA	6	3	1	36
NEVADA	3	2	1	19
NEW HAMPSHIRE	2	0	3	11
NEW JERSEY	11	2	4	52
NEW MEXICO	4	1	7	18
NEW YORK	19	3	13	149
NORTH CAROLINA	11	1	5	76
NORTH DAKOTA	0	0	0	8
OHIO	29	0	12	183
OKLAHOMA	19	6	1	55
OREGON	20	3	3	66
PENNSYLVANIA	6	8	2	51
PUERTO RICO	4	1	3	35
RHODE ISLAND	3	0	1	11
SOUTH CAROLINA	4	8	6	53
SOUTH DAKOTA	2	4	0	13
TENNESSEE	23	4	8	201
TEXAS	3	20	13	279
UTAH	50	6	0	62
VERMONT	2	0	0	7
VIRGINIA	10	1	4	52
WASHINGTON	17	3	2	51
WEST VIRGINIA	1	1	1	9
WISCONSIN	11	4	10	109
WYOMING	0	1	0	8
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	1,139	720	506	5,975
50 STATES, D.C. & P.R.	1,139	720	506	5,975

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	73	45	0	17	2
ALASKA	14	1	0	10	0
ARIZONA	43	.	1	6	1
ARKANSAS	131	7	3	30	2
CALIFORNIA	270	97	9	531	16
COLORADO	.	.	.	.	.
CONNECTICUT	296	1	1	247	4
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0	.	0	1	0
FLORIDA	420	39	1	1,301	20
GEORGIA	175	86	0	66	2
HAWAII	8	18	4	1	1
IDAHO	37	.	0	17	0
ILLINOIS	162	2	5	267	9
INDIANA	63	1	0	18	2
IOWA	2	.	0	2	0
KANSAS	142	.	0	68	2
KENTUCKY	89	2	0	54	1
LOUISIANA	100	58	0	19	3
MAINE	70	2	2	30	0
MARYLAND	158	11	1	58	2
MASSACHUSETTS	54	.	2	25	0
MICHIGAN	.	.	.	.	.
MINNESOTA	292	.	1	1	1
MISSISSIPPI	0	.	0	0	0
MISSOURI	186	4	0	35	2
MONTANA	25	.	0	2	1
NEBRASKA	55	3	0	29	6
NEVADA	14	16	0	9	0
NEW HAMPSHIRE	142	3	2	17	6
NEW JERSEY	213	.	2	27	13
NEW MEXICO	16	1	0	16	1
NEW YORK	655	84	8	221	10
NORTH CAROLINA	316	46	1	100	5
NORTH DAKOTA	14	1	0	14	0
OHIO	476	.	35	602	8
OKLAHOMA	111	.	0	14	1
OREGON	78	12	2	61	1
PENNSYLVANIA	38	.	0	8	2
PUERTO RICO	38	5	5	15	5
RHODE ISLAND	75	.	0	67	0
SOUTH CAROLINA	30	23	3	32	0
SOUTH DAKOTA	7	1	1	3	0
TENNESSEE	251	126	7	695	13
TEXAS	969	.	22	729	16
UTAH	37	2	0	8	2
VERMONT	26	1	2	20	1
VIRGINIA	310	36	4	76	6
WASHINGTON	439	36	0	.	4
WEST VIRGINIA	49	1	0	8	1
WISCONSIN	128	5	0	63	2
WYOMING	26	.	0	24	1
AMERICAN SAMOA	0	.	0	0	0
GUAM	2	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	1	0	1	0
BUR. OF INDIAN AFFAIRS	0	.	0	0	0
U.S. AND OUTLYING AREAS	7,325	777	124	5,665	175
50 STATES, D.C. & P.R.	7,323	776	124	5,664	175

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	32	14	37	220
ALASKA	15	11	13	64
ARIZONA	45	19	20	135
ARKANSAS	179	38	35	425
CALIFORNIA	497	220	41	1,681
COLORADO	.	.	.	.
CONNECTICUT	246	102	77	974
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0	0	22	23
FLORIDA	375	17	103	2,276
GEORGIA	140	182	142	793
HAWAII	8	0	7	47
IDAHO	53	6	12	125
ILLINOIS	104	35	45	629
INDIANA	39	20	36	179
IOWA	2	2	2	10
KANSAS	235	60	42	549
KENTUCKY	117	24	57	344
LOUISIANA	3	131	106	420
MAINE	36	5	32	177
MARYLAND	114	25	42	411
MASSACHUSETTS	20	11	22	134
MICHIGAN	.	.	.	.
MINNESOTA	17	203	75	590
MISSISSIPPI	0	0	0	0
MISSOURI	165	70	61	523
MONTANA	28	5	15	76
NEBRASKA	41	8	13	155
NEVADA	17	10	16	82
NEW HAMPSHIRE	43	50	79	342
NEW JERSEY	54	10	54	373
NEW MEXICO	24	25	10	93
NEW YORK	405	77	197	1,657
NORTH CAROLINA	276	56	209	1,009
NORTH DAKOTA	8	2	5	44
OHIO	142	11	71	1,345
OKLAHOMA	59	20	31	236
OREGON	180	38	62	434
PENNSYLVANIA	8	12	12	80
PUERTO RICO	7	6	10	91
RHODE ISLAND	48	1	37	228
SOUTH CAROLINA	32	25	39	184
SOUTH DAKOTA	3	10	6	31
TENNESSEE	511	62	100	1,765
TEXAS	29	223	80	2,068
UTAH	30	11	12	102
VERMONT	19	4	14	87
VIRGINIA	197	48	101	778
WASHINGTON	510	178	167	1,334
WEST VIRGINIA	34	31	15	139
WISCONSIN	77	23	28	326
WYOMING	7	18	10	86
AMERICAN SAMOA	0	0	0	0
GUAM	0	1	1	4
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	2
BUR. OF INDIAN AFFAIRS	1	1	0	2
U.S. AND OUTLYING AREAS	5,232	2,161	2,423	23,882
50 STATES, D.C. & P.R.	5,231	2,159	2,422	23,874

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	13	8	0	2	0
ALASKA	1	.	0	0	0
ARIZONA	29	.	0	1	1
ARKANSAS	10	.	0	0	0
CALIFORNIA	98	48	19	25	3
COLORADO	24	1	1	6	0
CONNECTICUT	24	.	2	6	0
DELAWARE	3	.	0	1	0
DISTRICT OF COLUMBIA	0	.	0	1	0
FLORIDA	40	7	0	2	0
GEORGIA	19	2	0	11	0
HAWAII	5	4	0	0	0
IDAHO	4	.	0	1	0
ILLINOIS	42	1	8	11	1
INDIANA	60	1	1	1	0
IOWA	8	.	0	2	0
KANSAS	10	.	0	4	0
KENTUCKY	23	.	0	2	0
LOUISIANA	17	9	0	1	1
MAINE	5	.	1	1	0
MARYLAND	22	13	0	8	0
MASSACHUSETTS	27	.	1	14	0
MICHIGAN	34	1	1	10	1
MINNESOTA	35	.	1	0	0
MISSISSIPPI	14	6	1	2	0
MISSOURI	29	.	0	0	0
MONTANA	3	.	0	0	0
NEBRASKA	10	.	0	1	0
NEVADA	7	2	0	1	0
NEW HAMPSHIRE	11	.	0	1	0
NEW JERSEY	35	.	0	5	0
NEW MEXICO	4	.	1	1	0
NEW YORK	63	28	1	9	2
NORTH CAROLINA	35	10	0	5	0
NORTH DAKOTA	4	.	0	1	0
OHIO	53	.	0	13	0
OKLAHOMA	19	.	0	1	0
OREGON	12	6	4	10	0
PENNSYLVANIA	41	.	0	10	0
PUERTO RICO	16	.	5	3	0
RHODE ISLAND	1	.	0	0	0
SOUTH CAROLINA	21	7	0	6	0
SOUTH DAKOTA	2	.	0	2	1
TENNESSEE	35	7	0	12	1
TEXAS	105	.	0	16	0
UTAH	6	.	4	6	2
VERMONT	3	.	0	0	0
VIRGINIA	23	4	0	4	0
WASHINGTON	15	2	0	.	0
WEST VIRGINIA	7	.	1	0	0
WISCONSIN	22	.	0	3	0
WYOMING	5	.	0	0	0
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	1	.	0	0	0
VIRGIN ISLANDS	2	.	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	0	0	1
U.S. AND OUTLYING AREAS	1,157	167	52	222	14
50 STATES, D.C. & P.R.	1,154	167	52	222	13

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1
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VISUAL IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	7	0	2	32
ALASKA	0	0	1	2
ARIZONA	11	5	4	51
ARKANSAS	3	1	1	15
CALIFORNIA	84	55	11	343
COLORADO	10	1	3	46
CONNECTICUT	9	1	1	43
DELAWARE	1	0	0	5
DISTRICT OF COLUMBIA	0	0	22	23
FLORIDA	23	2	9	83
GEORGIA	5	8	6	51
HAWAII	0	0	1	10
IDAHO	5	0	0	10
ILLINOIS	28	7	5	103
INDIANA	15	5	3	86
IOWA	1	2	1	14
KANSAS	7	1	0	22
KENTUCKY	9	1	4	39
LOUISIANA	0	8	6	42
MAINE	2	0	1	10
MARYLAND	6	0	0	49
MASSACHUSETTS	9	5	11	67
MICHIGAN	9	12	15	83
MINNESOTA	1	2	2	41
MISSISSIPPI	3	1	3	30
MISSOURI	20	1	1	51
MONTANA	0	0	0	3
NEBRASKA	1	2	2	16
NEVADA	0	1	4	15
NEW HAMPSHIRE	1	0	2	15
NEW JERSEY	6	0	1	47
NEW MEXICO	5	4	1	16
NEW YORK	31	4	24	162
NORTH CAROLINA	6	2	3	61
NORTH DAKOTA	3	0	0	8
OHIO	10	2	2	80
OKLAHOMA	9	0	1	30
OREGON	9	1	3	45
PENNSYLVANIA	5	8	0	64
PUERTO RICO	4	0	6	34
RHODE ISLAND	1	0	0	2
SOUTH CAROLINA	3	2	1	40
SOUTH DAKOTA	0	2	0	7
TENNESSEE	36	1	4	96
TEXAS	12	8	5	146
UTAH	6	2	0	26
VERMONT	0	0	1	4
VIRGINIA	9	2	5	47
WASHINGTON	7	2	2	28
WEST VIRGINIA	7	0	2	17
WISCONSIN	10	6	5	46
WYOMING	1	1	0	7
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	2
BUR. OF INDIAN AFFAIRS	1	0	0	2
U.S. AND OUTLYING AREAS	451	168	187	2,418
50 STATES, D.C. & P.R.	450	168	187	2,413

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	1	13	2	0	0
ALASKA	2	.	0	0	0
ARIZONA	8	.	2	1	0
ARKANSAS	11	2	0	0	0
CALIFORNIA	34	28	48	13	1
COLORADO	4	.	0	0	0
CONNECTICUT	16	.	4	3	0
DELAWARE	0	1	0	0	0
DISTRICT OF COLUMBIA	0	.	1	0	0
FLORIDA	8	34	0	0	0
GEORGIA	7	16	0	11	1
HAWAII	1	3	0	0	0
IDAHO	9	.	4	0	0
ILLINOIS	17	1	13	2	0
INDIANA	30	12	0	4	3
IOWA	21	.	1	1	0
KANSAS	6	.	0	2	0
KENTUCKY	6	6	0	0	0
LOUISIANA	2	12	0	0	0
MAINE	3	.	0	0	0
MARYLAND	11	10	1	2	0
MASSACHUSETTS	36	.	1	16	0
MICHIGAN	21	19	17	9	.
MINNESOTA	48	.	0	0	0
MISSISSIPPI	0	7	1	0	0
MISSOURI	23	5	2	0	0
MONTANA	3	1	0	0	0
NEBRASKA	1	1	1	1	0
NEVADA	1	5	0	0	0
NEW HAMPSHIRE	5	.	1	0	0
NEW JERSEY	21	.	6	0	0
NEW MEXICO	0	.	0	0	0
NEW YORK	17	66	11	9	2
NORTH CAROLINA	19	40	8	4	0
NORTH DAKOTA	2	.	0	0	0
OHIO	21	.	0	0	0
OKLAHOMA	6	.	0	0	0
OREGON	14	7	14	5	0
PENNSYLVANIA	19	.	0	3	1
PUERTO RICO	1	1	15	0	0
RHODE ISLAND	1	.	1	0	0
SOUTH CAROLINA	0	4	4	2	0
SOUTH DAKOTA	4	.	0	0	0
TENNESSEE	1	11	0	1	2
TEXAS	69	.	0	12	2
UTAH	6	.	1	1	0
VERMONT	2	.	0	0	0
VIRGINIA	6	14	6	1	0
WASHINGTON	6	1	0	.	1
WEST VIRGINIA	5	5	0	0	0
WISCONSIN	21	3	1	0	0
WYOMING	2	1	0	0	0
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	0	3	0
U.S. AND OUTLYING AREAS	578	329	166	106	13
50 STATES, D.C. & P.R.	578	329	166	103	13

Please see data notes for an explanation of individual state differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	4	0	0	20
ALASKA	1	2	0	5
ARIZONA	13	2	1	27
ARKANSAS	4	2	2	21
CALIFORNIA	90	40	4	258
COLORADO	2	0	0	6
CONNECTICUT	9	6	0	38
DELAWARE	1	0	0	2
DISTRICT OF COLUMBIA	0	0	0	1
FLORIDA	33	1	10	86
GEORGIA	12	16	20	83
HAWAII	0	0	0	4
IDAHO	4	1	1	19
ILLINOIS	13	6	2	54
INDIANA	14	7	5	75
IOWA	1	3	0	27
KANSAS	8	0	1	17
KENTUCKY	4	0	2	18
LOUISIANA	0	7	0	21
MAINE	6	3	0	12
MARYLAND	6	3	0	33
MASSACHUSETTS	13	8	13	87
MICHIGAN	64	15	14	159
MINNESOTA	2	9	2	61
MISSISSIPPI	4	1	1	14
MISSOURI	10	2	2	44
MONTANA	0	0	0	4
NEBRASKA	1	0	0	5
NEVADA	2	0	3	11
NEW HAMPSHIRE	0	1	3	10
NEW JERSEY	13	3	3	46
NEW MEXICO	1	1	0	2
NEW YORK	48	6	4	163
NORTH CAROLINA	27	1	6	105
NORTH DAKOTA	1	0	0	3
OHIO	7	0	7	35
OKLAHOMA	4	1	0	11
OREGON	27	11	8	86
PENNSYLVANIA	11	5	0	39
PUERTO RICO	4	1	3	25
RHODE ISLAND	1	0	0	3
SOUTH CAROLINA	5	3	0	18
SOUTH DAKOTA	3	3	0	10
TENNESSEE	6	1	0	22
TEXAS	0	14	6	103
UTAH	4	2	2	16
VERMONT	2	0	0	4
VIRGINIA	9	5	3	44
WASHINGTON	5	0	2	15
WEST VIRGINIA	0	0	0	10
WISCONSIN	9	6	1	41
WYOMING	0	0	0	3
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	7	0	4	14
U.S. AND OUTLYING AREAS	515	198	135	2,040
50 STATES, D.C. & P.R.	508	198	131	2,026

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	0	.	0	0	0
ALASKA	0	.	0	0	0
ARIZONA	3	.	0	0	0
ARKANSAS	0	.	0	0	0
CALIFORNIA	4	5	7	0	0
COLORADO	3	1	0	1	0
CONNECTICUT	2	.	0	1	0
DELAWARE	0	1	0	0	0
DISTRICT OF COLUMBIA	0	.	0	0	0
FLORIDA	0	2	0	0	0
GEORGIA	0	.	0	1	0
HAWAII	0	.	0	0	0
IDAHO	0	.	0	0	0
ILLINOIS	2	.	1	0	0
INDIANA	0	1	1	0	0
IOWA	0	.	0	0	0
KANSAS	1	.	0	0	0
KENTUCKY	1	.	0	1	1
LOUISIANA	0	2	0	0	0
MAINE	1	.	0	0	0
MARYLAND	0	.	0	0	0
MASSACHUSETTS	2	.	0	0	0
MICHIGAN	.	.	.	.	.
MINNESOTA	1	.	0	0	0
MISSISSIPPI	0	2	0	0	0
MISSOURI	1	.	0	0	0
MONTANA	0	.	0	0	0
NEBRASKA	0	.	0	0	0
NEVADA	0	1	0	0	0
NEW HAMPSHIRE	0	.	0	0	0
NEW JERSEY	1	.	1	0	0
NEW MEXICO	2	1	0	0	0
NEW YORK	1	.	0	0	0
NORTH CAROLINA	1	1	0	0	0
NORTH DAKOTA	0	.	0	0	0
OHIO	0	.	0	0	0
OKLAHOMA	2	.	0	0	2
OREGON	0	.	1	0	1
PENNSYLVANIA	0	.	0	0	0
PUERTO RICO	1	.	0	1	0
RHODE ISLAND	1	.	0	0	0
SOUTH CAROLINA	1	1	0	1	0
SOUTH DAKOTA	0	.	0	0	0
TENNESSEE	0	1	0	0	0
TEXAS	6	.	0	1	0
UTAH	2	.	2	2	3
VERMONT	0	.	0	0	0
VIRGINIA	1	.	0	0	0
WASHINGTON	7	.	0	.	0
WEST VIRGINIA	0	.	0	0	0
WISCONSIN	0	1	0	0	0
WYOMING	0	.	0	0	0
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	0	0	0
U.S. AND OUTLYING AREAS	47	20	13	9	7
50 STATES, D.C. & P.R.	47	20	13	9	7

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	2	0	0	2
ALASKA	0	0	0	0
ARIZONA	0	5	2	10
ARKANSAS	2	0	1	3
CALIFORNIA	15	2	0	33
COLORADO	1	0	0	6
CONNECTICUT	1	1	0	5
DELAWARE	1	0	0	2
DISTRICT OF COLUMBIA	0	0	1	1
FLORIDA	0	1	0	3
GEORGIA	1	0	0	2
HAWAII	0	0	0	0
IDAHO	1	0	0	1
ILLINOIS	5	3	0	11
INDIANA	0	0	1	3
IOWA	0	0	0	0
KANSAS	1	0	0	2
KENTUCKY	0	0	1	4
LOUISIANA	0	0	0	2
MAINE	2	1	0	4
MARYLAND	0	0	0	0
MASSACHUSETTS	0	0	0	2
MICHIGAN	.	.	.	.
MINNESOTA	0	1	0	2
MISSISSIPPI	2	0	0	4
MISSOURI	4	0	0	5
MONTANA	0	0	0	0
NEBRASKA	1	0	0	1
NEVADA	0	0	0	1
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	0	0	0	2
NEW MEXICO	1	0	0	4
NEW YORK	0	0	0	1
NORTH CAROLINA	1	0	0	3
NORTH DAKOTA	0	0	0	0
OHIO	0	0	0	0
OKLAHOMA	3	1	0	8
OREGON	0	3	0	5
PENNSYLVANIA	0	0	0	0
PUERTO RICO	1	0	0	3
RHODE ISLAND	1	0	0	2
SOUTH CAROLINA	0	0	0	3
SOUTH DAKOTA	0	0	0	0
TENNESSEE	2	0	0	3
TEXAS	1	1	0	9
UTAH	0	0	0	9
VERMONT	0	0	0	0
VIRGINIA	0	0	0	1
WASHINGTON	4	1	3	15
WEST VIRGINIA	0	0	0	0
WISCONSIN	0	0	1	2
WYOMING	0	0	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	53	20	10	179
50 STATES, D.C. & P.R.	53	20	10	179

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
ALABAMA	7	8	1	0	0
ALASKA	2	.	1	1	0
ARIZONA	8	.	0	1	0
ARKANSAS	9	.	0	1	0
CALIFORNIA	34	17	4	12	2
COLORADO	17	2	1	4	0
CONNECTICUT	10	.	0	6	0
DELAWARE	0	.	0	0	0
DISTRICT OF COLUMBIA	0	.	0	0	0
FLORIDA	17	9	0	4	0
GEORGIA	3	13	0	2	0
HAWAII	2	5	0	0	0
IDAHO	7	1	1	3	0
ILLINOIS	29	1	1	5	2
INDIANA	35	5	0	1	1
IOWA	11	.	0	5	0
KANSAS	17	.	0	4	0
KENTUCKY	17	2	0	1	0
LOUISIANA	13	7	0	1	0
MAINE	11	1	0	2	0
MARYLAND	18	1	2	5	0
MASSACHUSETTS	12	.	0	5	0
MICHIGAN	.	.	.	.	.
MINNESOTA	44	.	1	0	0
MISSISSIPPI	3	4	2	0	0
MISSOURI	32	1	0	2	1
MONTANA	6	1	0	2	0
NEBRASKA	10	1	1	0	0
NEVADA	2	5	0	2	0
NEW HAMPSHIRE	2	.	0	1	0
NEW JERSEY	9	.	0	1	0
NEW MEXICO	8	.	0	2	1
NEW YORK	47	35	3	6	1
NORTH CAROLINA	26	6	2	3	0
NORTH DAKOTA	3	.	0	0	0
OHIO	53	.	1	5	0
OKLAHOMA	22	.	1	3	0
OREGON	13	3	5	3	1
PENNSYLVANIA	35	.	1	5	1
PUERTO RICO	0	.	1	0	0
RHODE ISLAND	2	.	2	0	0
SOUTH CAROLINA	4	.	1	0	0
SOUTH DAKOTA	2	.	0	0	0
TENNESSEE	20	12	1	4	0
TEXAS	62	.	0	11	0
UTAH	23	2	0	9	0
VERMONT	4	.	0	0	0
VIRGINIA	26	6	1	1	0
WASHINGTON	18	3	0	.	0
WEST VIRGINIA	11	2	0	1	1
WISCONSIN	29	1	1	3	0
WYOMING	4	.	3	2	1
AMERICAN SAMOA	0	.	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	.	0	0	0
PALAU	0	.	0	0	0
VIRGIN ISLANDS	0	.	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	0	0	0
U.S. AND OUTLYING AREAS	799	154	38	129	12
50 STATES, D.C. & P.R.	799	154	38	129	12

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1
Number of Students Age 14 and Older Exiting Special Education, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	6	3	8	33
ALASKA	2	4	2	12
ARIZONA	22	1	3	35
ARKANSAS	13	0	0	23
CALIFORNIA	64	26	9	168
COLORADO	13	2	4	43
CONNECTICUT	3	3	1	23
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	19	3	6	58
GEORGIA	8	4	11	41
HAWAII	0	0	0	7
IDAHO	10	0	3	25
ILLINOIS	16	21	9	84
INDIANA	12	11	11	76
IOWA	0	3	3	22
KANSAS	9	0	0	30
KENTUCKY	8	1	10	39
LOUISIANA	0	4	6	31
MAINE	4	2	0	20
MARYLAND	6	5	5	42
MASSACHUSETTS	4	4	4	29
MICHIGAN	.	.	.	.
MINNESOTA	1	8	4	58
MISSISSIPPI	5	1	1	16
MISSOURI	9	2	1	48
MONTANA	2	4	2	17
NEBRASKA	6	2	2	22
NEVADA	1	2	2	14
NEW HAMPSHIRE	1	2	2	8
NEW JERSEY	4	1	2	17
NEW MEXICO	9	2	7	29
NEW YORK	37	5	25	159
NORTH CAROLINA	9	3	13	62
NORTH DAKOTA	0	1	0	4
OHIO	14	1	1	75
OKLAHOMA	8	2	4	40
OREGON	8	7	9	49
PENNSYLVANIA	15	8	5	70
PUERTO RICO	3	0	0	4
RHODE ISLAND	2	0	0	6
SOUTH CAROLINA	1	2	2	10
SOUTH DAKOTA	0	4	0	6
TENNESSEE	16	3	8	64
TEXAS	4	5	6	88
UTAH	14	4	4	56
VERMONT	2	0	1	7
VIRGINIA	5	4	7	50
WASHINGTON	17	4	6	48
WEST VIRGINIA	6	5	2	28
WISCONSIN	6	2	6	48
WYOMING	1	1	3	15
AMERICAN SAMOA	0	0	1	1
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	0	2
U.S. AND OUTLYING AREAS	426	183	221	1,962
50 STATES, D.C. & P.R.	425	182	220	1,959

Please see data notes for an explanation of individual state differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Washington State data based on previous year's data.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	18	6	1	15,587	208
15	19	22	7	15,358	339
16	918	221	15	13,974	319
17	31,135	3,559	66	11,975	336
18	76,982	12,869	899	7,236	242
19	40,566	9,508	510	2,198	132
20	8,405	3,650	883	553	98
21+	4,537	3,154	4,457	405	108
14-21+	162,580	32,989	6,838	67,286	1,782

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	35,644	11,579	2,843	65,886
15	33,314	12,738	5,523	67,320
16	30,121	12,941	18,531	77,040
17	23,134	11,663	23,391	105,259
18	13,365	7,696	21,278	140,567
19	4,783	3,352	9,515	70,564
20	1,735	1,499	2,988	19,811
21+	923	1,663	1,050	16,297
14-21+	143,019	63,131	85,119	562,744

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	15	4	0	8,395	59
15	8	11	6	9,070	115
16	560	95	11	8,445	118
17	21,295	2,001	34	7,142	118
18	54,463	7,274	398	4,356	95
19	27,401	4,714	268	1,314	37
20	4,348	1,041	214	299	12
21+	922	291	1,029	181	11
14-21+	109,012	15,431	1,960	39,202	565

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	20,058	6,661	1,481	36,673
15	17,999	7,180	2,971	37,360
16	16,070	7,327	10,126	42,752
17	12,430	6,667	13,258	62,945
18	7,224	4,490	12,663	90,963
19	2,464	1,892	5,848	43,938
20	761	744	1,707	9,126
21+	277	700	436	3,847
14-21+	77,283	35,661	48,490	327,604

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	2	1	4,178	4
15	2	0	0	2,539	12
16	21	1	0	1,572	5
17	906	77	1	1,101	4
18	2,344	250	7	580	4
19	1,170	160	3	157	1
20	234	36	4	32	2
21+	125	24	76	11	1
14-21+	4,802	550	92	10,170	33

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	1,416	470	115	6,186
15	993	391	121	4,058
16	701	293	390	2,983
17	519	250	459	3,317
18	286	160	412	4,043
19	126	77	194	1,888
20	39	45	69	461
21+	30	63	27	357
14-21+	4,110	1,749	1,787	23,293

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	434	45
15	2	2	0	429	70
16	50	26	0	448	52
17	1,367	824	8	426	71
18	6,074	3,515	283	384	46
19	5,113	3,194	153	202	36
20	1,841	1,720	427	82	40
21+	1,978	1,881	1,887	115	34
14-21+	16,425	11,162	2,758	2,520	394

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	3,663	1,029	365	5,536
15	3,376	1,171	719	5,769
16	3,091	1,190	2,172	7,029
17	2,563	1,020	2,628	8,907
18	1,827	808	2,721	15,658
19	784	465	1,332	11,279
20	385	282	558	5,335
21+	278	294	317	6,784
14-21+	15,967	6,259	10,812	66,297

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	2	0	0	1,260	19
15	5	5	0	1,697	34
16	197	79	4	1,727	48
17	3,932	385	21	1,637	52
18	6,544	899	149	866	25
19	3,144	575	61	255	10
20	758	173	110	63	2
21+	260	106	412	41	1
14-21+	14,842	2,222	757	7,546	191

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	7,539	2,570	715	12,105
15	8,227	3,058	1,397	14,423
16	7,913	3,275	4,881	18,124
17	5,874	2,955	5,732	20,588
18	2,921	1,709	4,179	17,292
19	934	675	1,551	7,205
20	321	271	441	2,139
21+	140	271	136	1,367
14-21+	33,869	14,784	19,032	93,243

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	55	32
15	0	1	0	54	33
16	25	2	0	51	25
17	263	49	0	67	37
18	785	147	13	52	28
19	569	164	10	32	28
20	349	292	65	25	21
21+	685	447	579	20	27
14-21+	2,676	1,102	667	356	231

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	592	100	14	793
15	541	119	42	790
16	511	121	154	889
17	413	107	206	1,142
18	298	97	238	1,658
19	165	48	121	1,137
20	88	52	57	949
21+	82	77	64	1,981
14-21+	2,690	721	896	9,339

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	113	2
15	0	0	0	114	4
16	6	5	0	120	4
17	541	37	0	83	5
18	1,259	201	8	68	3
19	729	203	2	22	1
20	230	128	10	8	0
21+	97	52	39	6	1
14-21+	2,862	626	59	534	20

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	301	78	17	511
15	282	96	31	527
16	235	111	91	572
17	202	74	149	1,091
18	150	69	175	1,933
19	75	40	110	1,182
20	28	24	35	463
21+	11	15	12	233
14-21+	1,284	507	620	6,512

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	171	13
15	1	0	0	167	20
16	9	1	0	179	21
17	348	37	0	152	11
18	817	126	4	104	16
19	590	126	2	34	11
20	164	61	15	8	14
21+	126	98	131	12	21
14-21+	2,055	449	152	827	127

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	298	112	22	616
15	268	125	35	616
16	211	97	85	603
17	159	82	116	905
18	101	64	140	1,372
19	49	29	69	910
20	25	18	26	331
21+	28	193	13	622
14-21+	1,139	720	506	5,975

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	881	29
15	1	2	1	1,206	41
16	33	11	0	1,332	39
17	1.984	100	2	1,287	32
18	3.641	322	36	774	19
19	1,293	243	10	156	6
20	261	56	9	19	2
21+	112	43	66	10	7
14-21+	7,325	777	124	5,665	175

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	1,444	445	83	2,882
15	1,347	500	174	3,272
16	1,112	424	540	3,491
17	766	420	720	5,311
18	403	235	616	6,046
19	113	86	210	2,117
20	37	23	58	465
21+	10	28	22	298
14-21+	5,232	2,161	2,423	23,882

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	49	0
15	0	0	0	42	4
16	7	0	0	49	2
17	249	16	0	43	2
18	520	46	0	22	1
19	256	35	0	10	1
20	75	34	8	5	3
21+	50	36	44	2	1
14-21+	1,157	167	52	222	14

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	110	32	7	198
15	95	30	9	180
16	91	35	35	219
17	61	29	42	442
18	50	24	49	712
19	20	5	30	357
20	15	12	10	162
21+	9	1	5	148
14-21+	451	168	187	2,418

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	1	0	0	23	3
15	0	1	0	15	2
16	5	1	0	24	2
17	66	22	0	15	1
18	186	45	0	11	2
19	112	44	1	6	0
20	73	71	16	7	1
21+	135	145	149	5	2
14-21+	578	329	166	106	13

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	116	40	15	198
15	85	34	14	151
16	94	30	20	176
17	65	26	26	221
18	46	13	19	322
19	32	22	15	232
20	27	18	11	224
21+	50	15	15	516
14-21+	515	198	135	2,040

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	0	1
15	0	0	0	1	0
16	0	0	0	1	1
17	9	0	0	2	2
18	13	3	0	2	1
19	14	5	0	0	0
20	4	5	1	2	0
21+	7	7	12	1	2
14-21+	47	20	13	9	7

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	11	4	1	17
15	14	7	0	22
16	5	4	0	11
17	8	2	3	26
18	10	0	3	32
19	2	0	1	22
20	2	1	1	16
21+	1	2	1	33
14-21+	53	20	10	179

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Year, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVES SPECIAL EDUCATION	DIED
14	0	0	0	28	1
15	0	0	0	24	4
16	5	0	0	26	2
17	175	11	0	20	1
18	336	41	1	17	2
19	175	45	0	10	1
20	68	33	4	3	1
21+	40	24	33	1	0
14-21+	799	154	38	129	12

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	96	38	8	171
15	87	27	10	152
16	87	34	37	191
17	74	31	52	364
18	49	27	63	536
19	19	13	34	297
20	7	9	15	140
21+	7	4	2	111
14-21+	426	183	221	1,962

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Washington State data based on previous year's data.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD3

Number of Students With Disabilities Exiting School by Graduation With a Diploma, Graduation With a Certificate, and Reached Maximum Age by Age, During School Years 1990-91 Through 1999-2000

GRADUATED WITH A DIPLOMA

REPORTING YEAR

AGE GROUP	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
14	82	139	127	91	62	42	26	73	46	18
15	152	172	110	169	106	61	35	60	49	19
16	543	506	472	532	545	403	407	686	534	914
17	14,663	14,360	16,149	15,417	16,455	16,193	17,224	25,504	27,097	30,359
18	46,707	45,068	46,809	47,847	49,988	53,523	56,647	66,310	71,115	75,673
19	29,194	29,325	27,162	35,730	37,154	40,208	43,521	40,973	40,772	40,226
20	7,468	7,445	7,205	9,361	9,254	10,222	10,470	9,321	8,457	8,195
21+	3,165	3,740	3,555	4,763	4,907	5,399	6,284	5,015	4,415	4,474
14-22	101,974	100,755	101,589	113,910	118,471	126,051	134,614	147,942	152,485	159,878

RECEIVED A CERTIFICATE

REPORTING YEAR

AGE GROUP	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
14	264	223	64	130	73	114	64	82	52	6
15	378	158	91	71	68	117	50	52	60	18
16	430	217	142	178	154	236	129	152	217	193
17	1,938	1,930	2,201	2,016	2,373	2,286	2,617	3,088	3,372	3,488
18	6,956	7,264	8,259	7,766	9,017	9,151	10,417	11,397	11,788	12,789
19	6,780	7,593	8,345	7,001	7,308	7,850	8,701	8,464	8,380	9,477
20	7,025	7,190	8,189	3,408	3,083	3,199	3,293	3,630	2,963	3,612
21+	5,963	6,267	6,693	3,413	3,030	3,193	3,343	3,044	2,818	3,136
14-22	29,734	30,842	33,984	23,983	25,106	26,146	28,614	29,909	29,650	32,719

REACHED MAXIMUM AGE

REPORTING YEAR

AGE GROUP	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
14	5	8	6	7	4	1	2	0	0	1
15	9	16	51	9	7	16	2	3	1	7
16	74	44	45	39	26	20	5	6	5	15
17	74	70	91	106	37	23	21	19	42	66
18	66	115	163	110	110	116	97	166	244	899
19	60	68	193	91	79	91	55	119	109	510
20	560	588	725	525	383	365	523	527	761	883
21+	3,522	3,428	3,768	3,707	3,308	3,544	3,691	3,767	3,691	4,457
14-22	4,370	4,337	5,042	4,594	3,954	4,176	4,396	4,607	4,853	6,838

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definitions across the data collections for the years shown.

Washington State 1999-2000 data based on previous year's data.

Data updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21* Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
GRADUATED WITH A DIPLOMA

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	13	3	299	1	936
ALASKA	109	7	26	8	263
ARIZONA	206	23	145	623	1,293
ARKANSAS	10	8	604	20	1,534
CALIFORNIA	78	549	1,324	3,197	4,752
COLORADO	25	29	198	380	1,716
CONNECTICUT	11	27	364	263	2,558
DELAWARE	0	1	88	8	170
DISTRICT OF COLUMBIA	0	0	31	3	3
FLORIDA	7	48	1,164	614	3,683
GEORGIA	2	1	478	1	1,433
HAWAII	2	359	12	16	91
IDAHO	5	5	6	57	793
ILLINOIS	5	100	1,624	623	5,420
INDIANA	5	11	482	65	3,976
IOWA	6	19	130	39	2,307
KANSAS	16	13	185	98	1,920
KENTUCKY	0	3	243	5	1,696
LOUISIANA	1	3	386	7	693
MAINE	2	5	5	8	1,088
MARYLAND	13	54	1,032	78	1,911
MASSACHUSETTS	12	80	616	623	4,833
MICHIGAN	46	55	678	94	4,118
MINNESOTA	81	92	201	87	3,935
MISSISSIPPI	1	1	410	4	333
MISSOURI	7	26	686	32	3,640
MONTANA	54	4	0	6	448
NEBRASKA	14	5	93	38	1,096
NEVADA	5	8	59	40	342
NEW HAMPSHIRE	3	4	3	9	1,211
NEW JERSEY	19	200	1,940	1,195	6,245
NEW MEXICO	38	7	36	411	311
NEW YORK	29	152	1,180	828	7,559
NORTH CAROLINA	34	15	881	34	2,024
NORTH DAKOTA	35	2	7	5	483
OHIO	9	41	1,283	119	8,257
OKLAHOMA	450	17	499	90	2,393
OREGON	28	29	24	54	995
PENNSYLVANIA	9	42	923	252	5,715
PUERTO RICO	1	0	0	547	0
RHODE ISLAND	2	9	45	50	782
SOUTH CAROLINA	4	4	406	4	615
SOUTH DAKOTA	20	2	2	4	381
TENNESSEE	1	9	357	16	1,986
TEXAS	43	121	3,016	5,604	8,622
UTAH	28	24	16	85	1,376
VERMONT	2	2	3	3	393
VIRGINIA	14	85	923	159	3,037
WASHINGTON	95	114	144	138	2,211
WEST VIRGINIA	2	4	73	3	1,536
WISCONSIN	53	53	298	117	4,145
WYOMING	5	2	4	34	346
AMERICAN SAMOA	0	8	0	0	0
GUAM	0	34	0	1	1
NORTHERN MARIANAS	0	10	0	0	0
PALAU	0	2	0	0	0
VIRGIN ISLANDS	0	0	20	2	0
BUR. OF INDIAN AFFAIRS	163	0	0	0	0
U.S. AND OUTLYING AREAS	1,823	2,531	23,652	16,802	117,605
50 STATES, D.C. & P.R.	1,660	2,477	23,632	16,799	117,604

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21* Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
GRADUATED WITH A DIPLOMA

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1.04	0.24	23.88	0.08	74.76
ALASKA	26.39	1.69	6.30	1.94	63.68
ARIZONA	9.00	1.00	6.33	27.21	56.46
ARKANSAS	0.46	0.37	27.76	0.92	70.50
CALIFORNIA	0.79	5.55	13.37	32.29	48.00
COLORADO	1.06	1.24	8.43	16.18	73.08
CONNECTICUT	0.34	0.84	11.29	8.16	79.37
DELAWARE	0.00	0.37	32.96	3.00	63.67
DISTRICT OF COLUMBIA	0.00	0.00	83.78	8.11	8.11
FLORIDA	0.13	0.87	21.10	11.13	66.77
GEORGIA	0.10	0.05	24.96	0.05	74.83
HAWAII	0.42	74.79	2.50	3.33	18.96
IDAHO	0.58	0.58	0.69	6.58	91.57
ILLINOIS	0.06	1.29	20.90	8.02	69.74
INDIANA	0.11	0.24	10.62	1.43	87.60
IOWA	0.24	0.76	5.20	1.56	92.24
KANSAS	0.72	0.58	8.29	4.39	86.02
KENTUCKY	0.00	0.15	12.48	0.26	87.11
LOUISIANA	0.09	0.28	35.41	0.64	63.58
MAINE	0.18	0.45	0.45	0.72	98.19
MARYLAND	0.42	1.75	33.42	2.53	61.88
MASSACHUSETTS	0.19	1.30	9.99	10.11	78.41
MICHIGAN	0.92	1.10	13.58	1.88	82.51
MINNESOTA	1.84	2.09	4.57	1.98	89.51
MISSISSIPPI	0.13	0.13	54.74	0.53	44.46
MISSOURI	0.16	0.59	15.62	0.73	82.90
MONTANA	10.55	0.78	0.00	1.17	87.50
NEBRASKA	1.12	0.40	7.46	3.05	87.96
NEVADA	1.10	1.76	13.00	8.81	75.33
NEW HAMPSHIRE	0.24	0.33	0.24	0.73	98.46
NEW JERSEY	0.20	2.08	20.21	12.45	65.06
NEW MEXICO	4.73	0.87	4.48	51.18	38.73
NEW YORK	0.30	1.56	12.11	8.49	77.54
NORTH CAROLINA	1.14	0.50	29.48	1.14	67.74
NORTH DAKOTA	6.58	0.38	1.32	0.94	90.79
OHIO	0.09	0.42	13.21	1.23	85.04
OKLAHOMA	13.05	0.49	14.47	2.61	69.38
OREGON	2.48	2.57	2.12	4.78	88.05
PENNSYLVANIA	0.13	0.61	13.30	3.63	82.34
PUERTO RICO	0.18	0.00	0.00	99.82	0.00
RHODE ISLAND	0.23	1.01	5.07	5.63	88.06
SOUTH CAROLINA	0.39	0.39	39.30	0.39	59.54
SOUTH DAKOTA	4.89	0.49	0.49	0.98	93.15
TENNESSEE	0.04	0.38	15.07	0.68	83.83
TEXAS	0.25	0.70	17.33	32.20	49.53
UTAH	1.83	1.57	1.05	5.56	89.99
VERMONT	0.50	0.50	0.74	0.74	97.52
VIRGINIA	0.33	2.02	21.88	3.77	72.00
WASHINGTON	3.52	4.22	5.33	5.11	81.83
WEST VIRGINIA	0.12	0.25	4.51	0.19	94.93
WISCONSIN	1.14	1.14	6.39	2.51	88.83
WYOMING	1.28	0.51	1.02	8.70	88.49
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	94.44	0.00	2.78	2.78
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	90.91	9.09	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.12	1.56	14.56	10.35	72.41
50 STATES, D.C. & P.R.	1.02	1.53	14.57	10.36	72.52

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21⁺ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
RECEIVED A CERTIFICATE

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	16	5	1,193	12	851
ALASKA	6	0	1	0	11
ARIZONA	0	0	0	0	0
ARKANSAS	0	1	94	1	89
CALIFORNIA	47	248	644	1,823	1,825
COLORADO	1	2	5	49	97
CONNECTICUT	0	0	7	9	21
DELAWARE	0	2	15	1	19
DISTRICT OF COLUMBIA	0	0	123	.	2
FLORIDA	13	32	1,604	524	1,967
GEORGIA	0	1	1,190	1	872
HAWAII	2	350	12	15	89
IDAHO	0	0	0	0	17
ILLINOIS	0	3	60	5	97
INDIANA	0	1	69	12	316
IOWA	0	1	3	4	49
KANSAS	.	.	.	.	.
KENTUCKY	0	3	48	2	252
LOUISIANA	10	7	1,150	11	591
MAINE	0	0	0	1	60
MARYLAND	2	9	215	9	223
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	4	5	69	13	505
MINNESOTA	0	0	0	0	0
MISSISSIPPI	0	0	1,135	3	411
MISSOURI	1	1	116	3	192
MONTANA	0	0	0	0	20
NEBRASKA	0	0	3	0	37
NEVADA	10	19	124	96	404
NEW HAMPSHIRE	0	0	0	0	54
NEW JERSEY	.	.	.	.	.
NEW MEXICO	4	0	1	11	6
NEW YORK	12	84	1,226	842	2,385
NORTH CAROLINA	37	8	710	17	648
NORTH DAKOTA	0	0	0	0	8
OHIO	.	.	.	.	.
OKLAHOMA	0	0	0	0	0
OREGON	6	2	7	10	221
PENNSYLVANIA	0	0	25	0	14
PUERTO RICO	0	0	0	366	0
RHODE ISLAND	0	0	0	0	8
SOUTH CAROLINA	0	2	657	1	326
SOUTH DAKOTA	3	0	0	0	20
TENNESSEE	6	5	846	19	2,125
TEXAS	0	0	0	0	0
UTAH	3	1	1	7	66
VERMONT	0	0	0	0	11
VIRGINIA	3	21	435	32	664
WASHINGTON	8	8	20	10	224
WEST VIRGINIA	0	1	8	0	98
WISCONSIN	3	2	5	3	116
WYOMING	0	0	0	0	8
AMERICAN SAMOA	0	5	0	0	0
GUAM	.	.	.	.	0
NORTHERN MARIANAS	0	4	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	31	2	0
BUR. OF INDIAN AFFAIRS	18	0	0	0	0
U.S. AND OUTLYING AREAS	215	833	11,852	3,914	16,019
50 STATES, D.C. & P.R.	197	824	11,821	3,912	16,019

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21$^+$ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
RECEIVED A CERTIFICATE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.77	0.24	57.44	0.58	40.97
ALASKA	33.33	0.00	5.56	0.00	61.11
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.54	50.81	0.54	48.11
CALIFORNIA	1.02	5.41	14.04	39.74	39.79
COLORADO	0.65	1.30	3.25	31.82	62.99
CONNECTICUT	0.00	0.00	18.92	24.32	56.76
DELAWARE	0.00	5.41	40.54	2.70	51.35
DISTRICT OF COLUMBIA	0.00	0.00	98.40	.	1.60
FLORIDA	0.31	0.77	38.74	12.66	47.51
GEORGIA	0.00	0.05	57.66	0.05	42.25
HAWAII	0.43	74.79	2.56	3.21	19.02
IDAHO	0.00	0.00	0.00	0.00	100.00
ILLINOIS	0.00	1.82	36.36	3.03	58.79
INDIANA	0.00	0.25	17.34	3.02	79.40
IOWA	0.00	1.75	5.26	7.02	85.96
KANSAS	.	.	.	.	.
KENTUCKY	0.00	0.98	15.74	0.66	82.62
LOUISIANA	0.57	0.40	65.01	0.62	33.41
MAINE	0.00	0.00	0.00	1.64	98.36
MARYLAND	0.44	1.97	46.94	1.97	48.69
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.67	0.84	11.58	2.18	84.73
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	0.00	73.27	0.19	26.53
MISSOURI	0.32	0.32	37.06	0.96	61.34
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	0.00	0.00	7.50	0.00	92.50
NEVADA	1.53	2.91	18.99	14.70	61.87
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	.	.	.	.	.
NEW MEXICO	18.18	0.00	4.55	50.00	27.27
NEW YORK	0.26	1.85	26.95	18.51	52.43
NORTH CAROLINA	2.61	0.56	50.00	1.20	45.63
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	2.44	0.81	2.85	4.07	89.84
PENNSYLVANIA	0.00	0.00	64.10	0.00	35.90
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.20	66.63	0.10	33.06
SOUTH DAKOTA	13.04	0.00	0.00	0.00	86.96
TENNESSEE	0.20	0.17	28.19	0.63	70.81
TEXAS	.	.	.	.	.
UTAH	3.85	1.28	1.28	8.97	84.62
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.26	1.82	37.66	2.77	57.49
WASHINGTON	2.96	2.96	7.41	3.70	82.96
WEST VIRGINIA	0.00	0.93	7.48	0.00	91.59
WISCONSIN	2.33	1.55	3.88	2.33	89.92
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	93.94	6.06	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.65	2.54	36.10	11.92	48.79
50 STATES, D.C. & P.R.	0.60	2.51	36.07	11.94	48.88

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21⁺ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
REACHED MAXIMUM AGE

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0	1	130	0	85
ALASKA	4	0	0	0	6
ARIZONA	13	1	7	37	46
ARKANSAS	0	0	2	0	6
CALIFORNIA	0	30	29	72	123
COLORADO	3	3	5	21	50
CONNECTICUT	0	1	8	3	34
DELAWARE	0	0	1	0	1
DISTRICT OF COLUMBIA	0	0	4	.	.
FLORIDA	0	0	2	0	4
GEORGIA	0	0	0	0	0
HAWAII	1	146	5	6	37
IDAHO	0	1	0	1	20
ILLINOIS	0	10	220	62	283
INDIANA	1	0	8	1	40
IOWA	1	0	16	1	28
KANSAS	0	0	3	2	24
KENTUCKY	0	0	2	0	11
LOUISIANA	0	0	14	0	26
MAINE	0	0	0	0	25
MARYLAND	0	0	53	1	31
MASSACHUSETTS	0	3	21	21	160
MICHIGAN	.	3	103	5	191
MINNESOTA	0	2	2	2	21
MISSISSIPPI	0	1	21	0	18
MISSOURI	0	0	102	0	70
MONTANA	3	0	1	0	17
NEBRASKA	2	0	0	3	42
NEVADA	0	0	0	1	0
NEW HAMPSHIRE	0	1	0	1	27
NEW JERSEY	0	5	168	66	139
NEW MEXICO	1	0	0	1	0
NEW YORK	4	17	287	161	205
NORTH CAROLINA	1	1	54	1	79
NORTH DAKOTA	0	0	0	0	7
OHIO	1	2	130	13	1,081
OKLAHOMA	0	0	0	1	9
OREGON	5	2	10	7	120
PENNSYLVANIA	0	0	29	7	53
PUERTO RICO	0	0	0	295	0
RHODE ISLAND	0	1	7	4	24
SOUTH CAROLINA	0	1	44	0	60
SOUTH DAKOTA	4	0	0	1	10
TENNESSEE	1	0	34	0	125
TEXAS	0	0	29	7	18
UTAH	0	0	0	0	11
VERMONT	0	0	0	0	14
VIRGINIA	0	0	31	1	63
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	12
WISCONSIN	2	0	4	0	46
WYOMING	1	0	1	0	20
AMERICAN SAMOA	0	1	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	1	0
BUR. OF INDIAN AFFAIRS	8	0	0	0	0
U.S. AND OUTLYING AREAS	56	233	1,589	806	3,522
50 STATES, D.C. & P.R.	48	232	1,587	805	3,522

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21[+] Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
REACHED MAXIMUM AGE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.46	60.19	0.00	39.35
ALASKA	40.00	0.00	0.00	0.00	60.00
ARIZONA	12.50	0.96	6.73	35.58	44.23
ARKANSAS	0.00	0.00	25.00	0.00	75.00
CALIFORNIA	0.00	11.81	11.42	28.35	48.43
COLORADO	3.66	3.66	6.10	25.61	60.98
CONNECTICUT	0.00	2.17	17.39	6.52	73.91
DELAWARE	0.00	0.00	50.00	0.00	50.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	.	.
FLORIDA	0.00	0.00	33.33	0.00	66.67
GEORGIA	.	.	.	.	.
HAWAII	0.51	74.87	2.56	3.08	18.97
IDAHO	0.00	4.55	0.00	4.55	90.91
ILLINOIS	0.00	1.74	38.26	10.78	49.22
INDIANA	2.00	0.00	16.00	2.00	80.00
IOWA	2.17	0.00	34.78	2.17	60.87
KANSAS	0.00	0.00	10.34	6.90	82.76
KENTUCKY	0.00	0.00	15.38	0.00	84.62
LOUISIANA	0.00	0.00	35.00	0.00	65.00
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	62.35	1.18	36.47
MASSACHUSETTS	0.00	1.46	10.24	10.24	78.05
MICHIGAN	.	0.99	34.11	1.66	63.25
MINNESOTA	0.00	7.41	7.41	7.41	77.78
MISSISSIPPI	0.00	2.50	52.50	0.00	45.00
MISSOURI	0.00	0.00	59.30	0.00	40.70
MONTANA	14.29	0.00	4.76	0.00	80.95
NEBRASKA	4.26	0.00	0.00	6.38	89.36
NEVADA	0.00	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	0.00	3.45	0.00	3.45	93.10
NEW JERSEY	0.00	1.32	44.44	17.46	36.77
NEW MEXICO	50.00	0.00	0.00	50.00	0.00
NEW YORK	0.59	2.52	42.58	23.89	30.42
NORTH CAROLINA	0.74	0.74	39.71	0.74	58.09
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.08	0.16	10.59	1.06	88.10
OKLAHOMA	0.00	0.00	0.00	10.00	90.00
OREGON	3.47	1.39	6.94	4.86	83.33
PENNSYLVANIA	0.00	0.00	32.58	7.87	59.55
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	2.78	19.44	11.11	66.67
SOUTH CAROLINA	0.00	0.95	41.90	0.00	57.14
SOUTH DAKOTA	26.67	0.00	0.00	6.67	66.67
TENNESSEE	0.63	0.00	21.25	0.00	78.13
TEXAS	0.00	0.00	53.70	12.96	33.33
UTAH	0.00	0.00	0.00	0.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	32.63	1.05	66.32
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	3.85	0.00	7.69	0.00	88.46
WYOMING	4.55	0.00	4.55	0.00	90.91
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	66.67	33.33	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.90	3.75	25.60	12.99	56.75
50 STATES, D.C. & P.R.	0.77	3.75	25.62	13.00	56.86

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21⁺ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
NO LONGER RECEIVES SPECIAL EDUCATION

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3	2	184	4	414
ALASKA	114	6	8	8	137
ARIZONA	42	2	29	146	385
ARKANSAS	1	1	67	7	285
CALIFORNIA	139	448	1,219	3,836	4,239
COLORADO	26	20	80	264	1,172
CONNECTICUT	12	23	403	403	1,767
DELAWARE	0	0	30	1	57
DISTRICT OF COLUMBIA	0	0	41	0	2
FLORIDA	7	46	886	289	2,029
GEORGIA	3	12	552	28	730
HAWAII	0	9	0	0	3
IDAHO	9	3	4	42	509
ILLINOIS	2	46	661	234	1,965
INDIANA	2	4	68	18	830
IOWA	1	5	20	14	821
KANSAS	10	7	80	47	876
KENTUCKY	1	0	128	4	704
LOUISIANA	1	0	92	0	92
MAINE	4	1	11	5	666
MARYLAND	6	21	621	34	675
MASSACHUSETTS	6	39	301	304	2,362
MICHIGAN	33	46	772	57	2,612
MINNESOTA	0	2	0	0	12
MISSISSIPPI	0	2	139	1	102
MISSOURI	1	2	112	12	788
MONTANA	13	1	1	0	128
NEBRASKA	12	4	17	33	545
NEVADA	6	8	16	14	118
NEW HAMPSHIRE	0	1	0	0	172
NEW JERSEY	9	17	145	103	721
NEW MEXICO	48	6	10	213	177
NEW YORK	13	98	656	508	2,139
NORTH CAROLINA	30	14	460	23	845
NORTH DAKOTA	28	0	0	6	241
OHIO	5	24	346	43	2,611
OKLAHOMA	47	3	51	16	319
OREGON	24	9	19	94	1,287
PENNSYLVANIA	0	16	189	46	1,181
PUERTO RICO	0	0	0	444	0
RHODE ISLAND	0	6	6	12	293
SOUTH CAROLINA	0	2	346	7	416
SOUTH DAKOTA	28	0	1	5	118
TENNESSEE	3	13	365	17	2,252
TEXAS	25	67	1,330	2,423	3,137
UTAH	6	5	7	48	606
VERMONT	0	1	1	0	264
VIRGINIA	3	13	299	66	811
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	0	40	0	244
WISCONSIN	25	20	110	44	1,338
WYOMING	18	4	16	74	984
AMERICAN SAMOA	0	20	0	0	0
GUAM	0	4	0	0	0
NORTHERN MARIANAS	0	1	0	0	0
PALAU	0	2	0	0	0
VIRGIN ISLANDS	0	0	11	6	1
BUR. OF INDIAN AFFAIRS	48	0	0	0	1
U.S. AND OUTLYING AREAS	814	1,106	10,950	10,003	45,183
50 STATES, D.C. & P.R.	766	1,079	10,939	9,997	45,181

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21⁺ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
NO LONGER RECEIVES SPECIAL EDUCATION

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.49	0.33	30.31	0.66	68.20
ALASKA	41.76	2.20	2.93	2.93	50.18
ARIZONA	6.95	0.33	4.80	24.17	63.74
ARKANSAS	0.28	0.28	18.56	1.94	78.95
CALIFORNIA	1.41	4.53	12.34	38.82	42.90
COLORADO	1.66	1.28	5.12	16.90	75.03
CONNECTICUT	0.46	0.88	15.45	15.45	67.75
DELAWARE	0.00	0.00	34.09	1.14	64.77
DISTRICT OF COLUMBIA	0.00	0.00	95.35	0.00	4.65
FLORIDA	0.21	1.41	27.20	8.87	62.30
GEORGIA	0.23	0.91	41.66	2.11	55.09
HAWAII	0.00	75.00	0.00	0.00	25.00
IDAHO	1.59	0.53	0.71	7.41	89.77
ILLINOIS	0.07	1.58	22.73	8.05	67.57
INDIANA	0.22	0.43	7.38	1.95	90.02
IOWA	0.12	0.58	2.32	1.63	95.35
KANSAS	0.98	0.69	7.84	4.61	85.88
KENTUCKY	0.12	0.00	15.29	0.48	84.11
LOUISIANA	0.54	0.00	49.73	0.00	49.73
MAINE	0.58	0.15	1.60	0.73	96.94
MARYLAND	0.44	1.55	45.76	2.51	49.74
MASSACHUSETTS	0.20	1.29	9.99	10.09	78.42
MICHIGAN	0.94	1.31	21.93	1.62	74.20
MINNESOTA	0.00	14.29	0.00	0.00	85.71
MISSISSIPPI	0.00	0.82	56.97	0.41	41.80
MISSOURI	0.11	0.22	12.24	1.31	86.12
MONTANA	9.09	0.70	0.70	0.00	89.51
NEBRASKA	1.96	0.65	2.78	5.40	89.20
NEVADA	3.70	4.94	9.88	8.64	72.[illegible]
NEW HAMPSHIRE	0.00	0.58	0.00	0.00	99.42
NEW JERSEY	0.90	1.71	14.57	10.35	72.46
NEW MEXICO	10.57	1.32	2.20	46.92	38.99
NEW YORK	0.38	2.87	19.21	14.88	62.65
NORTH CAROLINA	2.19	1.02	33.53	1.68	61.59
NORTH DAKOTA	10.18	0.00	0.00	2.18	87.64
OHIO	0.17	0.79	11.42	1.42	86.20
OKLAHOMA	10.78	0.69	11.70	3.67	73.17
OREGON	1.67	0.63	1.33	6.56	89.81
PENNSYLVANIA	0.00	1.12	13.20	3.21	82.47
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	1.89	1.89	3.79	92.43
SOUTH CAROLINA	0.00	0.26	44.88	0.91	53.96
SOUTH DAKOTA	18.42	0.00	0.66	3.29	77.63
TENNESSEE	0.11	0.49	13.77	0.64	84.98
TEXAS	0.36	0.96	19.05	34.70	44.93
UTAH	0.89	0.74	1.04	7.14	90.18
VERMONT	0.00	0.38	0.38	0.00	99.25
VIRGINIA	0.25	1.09	25.08	5.54	68.04
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	14.08	0.00	85.92
WISCONSIN	1.63	1.30	7.16	2.86	87.05
WYOMING	1.64	0.36	1.46	6.75	89.78
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	61.11	33.33	5.56
BUR. OF INDIAN AFFAIRS	97.96	0.00	0.00	0.00	2.04
U.S. AND OUTLYING AREAS	1.20	1.63	16.09	14.70	66.39
50 STATES, D.C. & P.R.	1.13	1.59	16.10	14.71	66.48

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21$^+$ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
DIED

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
	NUMBER				
ALABAMA	1	0	11	0	17
ALASKA	3	0	0	0	3
ARIZONA	2	0	0	6	13
ARKANSAS	0	0	5	0	9
CALIFORNIA	0	10	21	39	75
COLORADO	1	0	3	6	21
CONNECTICUT	0	1	3	3	12
DELAWARE	1	0	0	0	2
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	1	44	8	46
GEORGIA	0	0	16	0	14
HAWAII	0	3	0	0	1
IDAHO	0	0	0	2	7
ILLINOIS	0	1	28	4	66
INDIANA	0	0	6	2	38
IOWA	1	1	1	1	18
KANSAS	2	0	1	1	17
KENTUCKY	0	0	6	0	15
LOUISIANA	0	0	24	0	22
MAINE	0	0	0	0	10
MARYLAND	0	0	10	0	13
MASSACHUSETTS	0	1	5	5	38
MICHIGAN	3	3	17	.	57
MINNESOTA	0	0	1	0	18
MISSISSIPPI	0	0	18	0	20
MISSOURI	0	0	9	0	35
MONTANA	0	0	0	1	7
NEBRASKA	0	0	0	0	13
NEVADA	0	0	10	3	16
NEW HAMPSHIRE	0	0	0	0	16
NEW JERSEY	0	2	15	5	32
NEW MEXICO	2	0	0	9	2
NEW YORK	1	1	40	22	65
NORTH CAROLINA	0	0	17	0	18
NORTH DAKOTA	0	0	0	0	1
OHIO	0	0	8	0	32
OKLAHOMA	0	0	3	1	24
OREGON	0	0	0	1	21
PENNSYLVANIA	0	0	7	3	45
PUERTO RICO	0	0	0	27	0
RHODE ISLAND	0	1	2	0	3
SOUTH CAROLINA	1	0	10	0	17
SOUTH DAKOTA	1	0	0	0	1
TENNESSEE	0	0	10	0	50
TEXAS	0	0	11	26	46
UTAH	0	0	0	0	21
VERMONT	0	0	0	0	6
VIRGINIA	0	0	17	1	44
WASHINGTON	0	1	2	3	13
WEST VIRGINIA	0	0	0	0	12
WISCONSIN	1	0	7	0	44
WYOMING	2	0	0	0	9
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	0	0	0	0
U.S. AND OUTLYING AREAS	26	26	388	179	1,145
50 STATES, D.C. & P.R.	22	26	388	179	1,145

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21$^+$ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
DIED

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3.45	0.00	37.93	0.00	58.62
ALASKA	50.00	0.00	0.00	0.00	50.00
ARIZONA	9.52	0.00	0.00	28.57	61.90
ARKANSAS	0.00	0.00	35.71	0.00	64.29
CALIFORNIA	0.00	6.90	14.48	26.90	51.72
COLORADO	3.23	0.00	9.68	19.35	67.74
CONNECTICUT	0.00	5.26	15.79	15.79	63.16
DELAWARE	33.33	0.00	0.00	0.00	66.67
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.00	1.01	44.44	8.08	46.46
GEORGIA	0.00	0.00	53.33	0.00	46.67
HAWAII	0.00	75.00	0.00	0.00	25.00
IDAHO	0.00	0.00	0.00	22.22	77.78
ILLINOIS	0.00	1.01	28.28	4.04	66.67
INDIANA	0.00	0.00	13.04	4.35	82.61
IOWA	4.55	4.55	4.55	4.55	81.82
KANSAS	9.52	0.00	4.76	4.76	80.95
KENTUCKY	0.00	0.00	28.57	0.00	71.43
LOUISIANA	0.00	0.00	52.17	0.00	47.83
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	43.48	0.00	56.52
MASSACHUSETTS	0.00	2.04	10.20	10.20	77.55
MICHIGAN	3.75	3.75	21.25	.	71.25
MINNESOTA	0.00	0.00	5.26	0.00	94.74
MISSISSIPPI	0.00	0.00	47.37	0.00	52.63
MISSOURI	0.00	0.00	20.45	0.00	79.55
MONTANA	0.00	0.00	0.00	12.50	87.50
NEBRASKA	0.00	0.00	0.00	0.00	100.00
NEVADA	0.00	0.00	34.48	10.34	55.17
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	3.70	27.78	9.26	59.26
NEW MEXICO	15.38	0.00	0.00	69.23	15.38
NEW YORK	0.78	0.78	31.01	17.05	50.39
NORTH CAROLINA	0.00	0.00	48.57	0.00	51.43
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.00	0.00	20.00	0.00	80.00
OKLAHOMA	0.00	0.00	10.71	3.57	85.71
OREGON	0.00	0.00	0.00	4.55	95.45
PENNSYLVANIA	0.00	0.00	12.73	5.45	81.82
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	16.67	33.33	0.00	50.00
SOUTH CAROLINA	3.57	0.00	35.71	0.00	60.71
SOUTH DAKOTA	50.00	0.00	0.00	0.00	50.00
TENNESSEE	0.00	0.00	16.67	0.00	83.33
TEXAS	0.00	0.00	13.25	31.33	55.42
UTAH	0.00	0.00	0.00	0.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	27.42	1.61	70.97
WASHINGTON	0.00	5.26	10.53	15.79	68.42
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	1.92	0.00	13.46	0.00	84.62
WYOMING	18.18	0.00	0.00	0.00	81.82
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.47	1.47	22.00	10.15	64.91
50 STATES, D.C. & P.R.	1.25	1.48	22.05	10.17	65.06

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21$^+$ Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
MOVED, KNOWN TO CONTINUE

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	4	1	651	12	1,107
ALASKA	100	4	12	11	150
ARIZONA	221	20	277	976	1,450
ARKANSAS	7	2	427	41	1,491
CALIFORNIA	249	634	4,538	8,279	8,457
COLORADO	53	44	446	708	2,138
CONNECTICUT	13	10	431	357	1,452
DELAWARE	0	6	286	36	240
DISTRICT OF COLUMBIA	0	0	1	2	0
FLORIDA	49	41	3,208	1,222	6,643
GEORGIA	6	9	1,198	67	1,686
HAWAII	1	197	7	9	50
IDAHO	22	4	12	107	1,006
ILLINOIS	12	32	1,778	459	4,661
INDIANA	8	7	630	53	2,107
IOWA	10	1	32	22	714
KANSAS	46	23	422	194	2,322
KENTUCKY	3	11	285	23	1,702
LOUISIANA	0	0	40	0	16
MAINE	4	9	5	6	924
MARYLAND	6	30	902	120	1,114
MASSACHUSETTS	5	31	238	240	1,861
MICHIGAN	44	39	675	119	3,209
MINNESOTA	53	3	58	25	370
MISSISSIPPI	4	1	462	9	602
MISSOURI	5	6	909	39	2,836
MONTANA	55	2	5	12	270
NEBRASKA	72	4	94	116	913
NEVADA	29	13	131	120	493
NEW HAMPSHIRE	2	0	3	5	377
NEW JERSEY	13	50	2,120	910	2,231
NEW MEXICO	83	5	41	467	442
NEW YORK	82	163	3,647	2,444	5,966
NORTH CAROLINA	58	25	1,368	88	1,941
NORTH DAKOTA	40	0	2	4	152
OHIO	12	13	845	72	4,261
OKLAHOMA	264	7	274	80	1,358
OREGON	55	30	82	164	2,254
PENNSYLVANIA	5	18	338	185	2,406
PUERTO RICO	1	0	1	446	0
RHODE ISLAND	8	10	74	123	787
SOUTH CAROLINA	1	3	582	21	607
SOUTH DAKOTA	25	1	15	4	58
TENNESSEE	13	17	1,598	78	5,362
TEXAS	2	5	288	266	301
UTAH	53	38	42	273	1,605
VERMONT	1	2	4	3	407
VIRGINIA	13	33	916	117	1,637
WASHINGTON	153	125	414	211	2,220
WEST VIRGINIA	1	1	88	6	787
WISCONSIN	128	65	517	126	2,687
WYOMING	28	1	1	11	192
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	2	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	2	0	0
VIRGIN ISLANDS	0	0	4	1	1
BUR. OF INDIAN AFFAIRS	213	0	0	0	1
U.S. AND OUTLYING AREAS	2,335	1,798	31,426	19,489	88,024
50 STATES, D.C. & P.R.	2,122	1,796	31,420	19,488	88,022

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21^{+} Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
MOVED, KNOWN TO CONTINUE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.06	36.68	0.68	62.37
ALASKA	36.10	1.44	4.33	3.97	54.15
ARIZONA	7.51	0.68	9.41	33.15	49.25
ARKANSAS	0.36	0.10	21.70	2.08	75.76
CALIFORNIA	1.12	2.86	20.48	37.37	38.17
COLORADO	1.56	1.30	13.16	20.89	63.09
CONNECTICUT	0.57	0.44	19.05	15.78	64.16
DELAWARE	0.00	1.06	50.35	6.34	42.25
DISTRICT OF COLUMBIA	0.00	0.00	33.33	66.67	0.00
FLORIDA	0.44	0.37	28.74	10.95	59.51
GEORGIA	0.20	0.30	40.39	2.26	56.84
HAWAII	0.38	74.62	2.65	3.41	18.94
IDAHO	1.91	0.35	1.04	9.30	87.40
ILLINOIS	0.17	0.46	25.61	6.61	67.14
INDIANA	0.29	0.25	22.46	1.89	75.12
IOWA	1.28	0.13	4.11	2.82	91.66
KANSAS	1.53	0.76	14.03	6.45	77.22
KENTUCKY	0.15	0.54	14.08	1.14	84.09
LOUISIANA	0.00	0.00	71.43	0.00	28.57
MAINE	0.42	0.95	0.53	0.63	97.47
MARYLAND	0.28	1.38	41.53	5.52	51.29
MASSACHUSETTS	0.21	1.31	10.02	10.11	78.36
MICHIGAN	1.08	0.95	16.52	2.91	78.54
MINNESOTA	10.41	0.59	11.39	4.91	72.69
MISSISSIPPI	0.37	0.09	42.86	0.83	55.84
MISSOURI	0.13	0.16	23.95	1.03	74.73
MONTANA	15.99	0.58	1.45	3.49	78.49
NEBRASKA	6.01	0.33	7.84	9.67	76.15
NEVADA	3.69	1.65	16.67	15.27	62.72
NEW HAMPSHIRE	0.52	0.00	0.78	1.29	97.42
NEW JERSEY	0.24	0.94	39.82	17.09	41.90
NEW MEXICO	8.00	0.48	3.95	44.99	42.58
NEW YORK	0.67	1.32	29.65	19.87	48.50
NORTH CAROLINA	1.67	0.72	39.31	2.53	55.78
NORTH DAKOTA	20.20	0.00	1.01	2.02	76.77
OHIO	0.23	0.25	16.24	1.38	81.90
OKLAHOMA	13.31	0.35	13.82	4.03	68.48
OREGON	2.13	1.16	3.17	6.34	87.20
PENNSYLVANIA	0.17	0.61	11.45	6.27	81.50
PUERTO RICO	0.22	0.00	0.22	99.55	0.00
RHODE ISLAND	0.80	1.00	7.39	12.28	78.54
SOUTH CAROLINA	0.08	0.25	47.94	1.73	50.00
SOUTH DAKOTA	24.27	0.97	14.56	3.88	56.31
TENNESSEE	0.18	0.24	22.61	1.10	75.86
TEXAS	0.23	0.58	33.41	30.86	34.92
UTAH	2.64	1.89	2.09	13.58	79.81
VERMONT	0.24	0.48	0.96	0.72	97.60
VIRGINIA	0.48	1.22	33.73	4.31	60.27
WASHINGTON	4.90	4.00	13.26	6.76	71.09
WEST VIRGINIA	0.11	0.11	9.97	0.68	89.13
WISCONSIN	3.63	1.85	14.67	3.58	76.27
WYOMING	12.02	0.43	0.43	4.72	82.40
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	66.67	16.67	16.67
BUR. OF INDIAN AFFAIRS	99.53	0.00	0.00	0.00	0.47
U.S. AND OUTLYING AREAS	1.63	1.26	21.97	13.62	61.52
50 STATES, D.C. & P.R.	1.49	1.26	22.00	13.64	61.62

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21^{+} Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
MOVED, NOT KNOWN TO CONTINUE

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1	0	634	9	590
ALASKA	90	2	8	4	122
ARIZONA	92	5	83	379	670
ARKANSAS	3	0	107	15	410
CALIFORNIA	120	333	2,638	4,097	4,021
COLORADO	18	11	93	316	638
CONNECTICUT	8	13	428	356	660
DELAWARE	1	0	24	2	41
DISTRICT OF COLUMBIA	0	0	8	1	2
FLORIDA	3	2	254	160	206
GEORGIA	1	12	1,211	82	1,412
HAWAII	0	0	0	0	0
IDAHO	6	0	1	29	137
ILLINOIS	11	22	1,819	751	1,179
INDIANA	5	7	247	50	1,375
IOWA	4	4	56	36	592
KANSAS	18	3	113	60	529
KENTUCKY	0	1	57	6	399
LOUISIANA	9	5	998	28	1,025
MAINE	1	2	3	3	152
MARYLAND	2	2	339	14	278
MASSACHUSETTS	3	19	143	144	1,116
MICHIGAN	42	55	870	155	3,205
MINNESOTA	197	45	280	106	2,182
MISSISSIPPI	0	0	149	3	133
MISSOURI	2	6	722	17	783
MONTANA	26	1	0	3	53
NEBRASKA	3	1	0	3	165
NEVADA	12	4	54	71	183
NEW HAMPSHIRE	0	1	2	7	415
NEW JERSEY	1	18	635	362	374
NEW MEXICO	40	3	35	352	223
NEW YORK	17	14	559	252	1,257
NORTH CAROLINA	8	6	263	25	497
NORTH DAKOTA	39	2	10	8	74
OHIO	0	2	157	8	213
OKLAHOMA	93	5	162	43	555
OREGON	12	5	8	46	657
PENNSYLVANIA	8	16	418	217	1,876
PUERTO RICO	0	0	0	245	0
RHODE ISLAND	0	0	2	2	10
SOUTH CAROLINA	3	1	464	14	365
SOUTH DAKOTA	34	2	2	4	243
TENNESSEE	0	1	577	4	851
TEXAS	28	24	536	1,232	1,552
UTAH	27	13	14	109	462
VERMONT	0	0	2	0	64
VIRGINIA	3	6	427	56	730
WASHINGTON	71	26	105	99	799
WEST VIRGINIA	2	0	53	2	431
WISCONSIN	32	7	255	84	690
WYOMING	18	2	14	41	587
AMERICAN SAMOA	0	6	0	0	0
GUAM	0	16	3	0	2
NORTHERN MARIANAS	0	1	0	0	0
PALAU	0	2	0	0	0
VIRGIN ISLANDS	0	0	7	0	0
BUR. OF INDIAN AFFAIRS	113	0	0	0	0
U.S. AND OUTLYING AREAS	1,227	734	16,049	10,112	35,185
50 STATES, D.C. & P.R.	1,114	709	16,039	10,112	35,183

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21^{+} Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
MOVED, NOT KNOWN TO CONTINUE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.08	0.00	51.38	0.73	47.81
ALASKA	39.82	0.88	3.54	1.77	53.98
ARIZONA	7.49	0.41	6.75	30.84	54.52
ARKANSAS	0.56	0.00	20.00	2.80	76.64
CALIFORNIA	1.07	2.97	23.53	36.55	35.87
COLORADO	1.67	1.02	8.64	29.37	59.29
CONNECTICUT	0.55	0.89	29.22	24.30	45.05
DELAWARE	1.47	0.00	35.29	2.94	60.29
DISTRICT OF COLUMBIA	0.00	0.00	72.73	9.09	18.18
FLORIDA	0.48	0.32	40.64	25.60	32.96
GEORGIA	0.04	0.44	44.55	3.02	51.95
HAWAII	.	.	.	.	.
IDAHO	3.47	0.00	0.58	16.76	79.19
ILLINOIS	0.29	0.58	48.10	19.86	31.17
INDIANA	0.30	0.42	14.67	2.97	81.65
IOWA	0.58	0.58	8.09	5.20	85.55
KANSAS	2.49	0.41	15.63	8.30	73.17
KENTUCKY	0.00	0.22	12.31	1.30	86.18
LOUISIANA	0.44	0.24	48.33	1.36	49.64
MAINE	0.62	1.24	1.86	1.86	94.41
MARYLAND	0.31	0.31	53.39	2.20	43.78
MASSACHUSETTS	0.21	1.33	10.04	10.11	78.32
MICHIGAN	0.97	1.27	20.11	3.58	74.07
MINNESOTA	7.01	1.60	9.96	3.77	77.65
MISSISSIPPI	0.00	0.00	52.28	1.05	46.67
MISSOURI	0.13	0.39	47.19	1.11	51.18
MONTANA	31.33	1.20	0.00	3.61	63.86
NEBRASKA	1.74	0.58	0.00	1.74	95.93
NEVADA	3.70	1.23	16.67	21.91	56.48
NEW HAMPSHIRE	0.00	0.24	0.47	1.65	97.65
NEW JERSEY	0.07	1.29	45.68	26.04	26.91
NEW MEXICO	6.13	0.46	5.36	53.91	34.15
NEW YORK	0.81	0.67	26.63	12.01	59.89
NORTH CAROLINA	1.00	0.75	32.92	3.13	62.20
NORTH DAKOTA	29.32	1.50	7.52	6.02	55.64
OHIO	0.00	0.53	41.32	2.11	56.05
OKLAHOMA	10.84	0.58	18.88	5.01	64.69
OREGON	1.65	0.69	1.10	6.32	90.25
PENNSYLVANIA	0.32	0.63	16.49	8.56	74.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	14.29	14.29	71.43
SOUTH CAROLINA	0.35	0.12	54.78	1.65	43.09
SOUTH DAKOTA	11.93	0.70	0.70	1.40	85.26
TENNESSEE	0.00	0.07	40.27	0.28	59.39
TEXAS	0.83	0.71	15.90	36.54	46.03
UTAH	4.32	2.08	2.24	17.44	73.92
VERMONT	0.00	0.00	3.03	0.00	96.97
VIRGINIA	0.25	0.49	34.94	4.58	59.74
WASHINGTON	6.45	2.36	9.55	9.00	72.64
WEST VIRGINIA	0.41	0.00	10.86	0.41	88.32
WISCONSIN	3.00	0.66	23.88	7.87	64.61
WYOMING	2.72	0.30	2.11	6.19	88.67
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	76.19	14.29	0.00	9.52
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.94	1.16	25.35	15.97	55.58
50 STATES, D.C. & P.R.	1.76	1.12	25.40	16.01	55.71

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21[+] Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
DROPPED OUT

STATE	NUMBER				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	18	1	776	7	1,282
ALASKA	165	17	38	10	206
ARIZONA	193	4	137	657	743
ARKANSAS	5	1	291	9	529
CALIFORNIA	31	99	443	1,111	1,065
COLORADO	12	10	58	291	632
CONNECTICUT	4	12	182	250	659
DELAWARE	0	0	59	4	61
DISTRICT OF COLUMBIA	0	0	24	3	0
FLORIDA	11	18	1,946	977	2,336
GEORGIA	4	27	1,368	77	1,758
HAWAII	1	170	6	7	43
IDAHO	17	0	2	57	361
ILLINOIS	7	24	1,639	589	3,129
INDIANA	8	0	190	39	2,069
IOWA	9	8	129	42	998
KANSAS	10	4	68	43	589
KENTUCKY	0	4	266	4	1,481
LOUISIANA	16	5	1,002	12	784
MAINE	0	3	6	7	484
MARYLAND	5	6	495	13	615
MASSACHUSETTS	5	32	247	249	1,932
MICHIGAN	71	45	1,347	149	3,141
MINNESOTA	134	46	375	60	1,181
MISSISSIPPI	1	3	497	2	381
MISSOURI	3	3	644	27	1,587
MONTANA	105	3	2	11	229
NEBRASKA	16	1	32	37	357
NEVADA	13	13	114	92	409
NEW HAMPSHIRE	1	2	5	7	626
NEW JERSEY	9	28	1,003	609	1,475
NEW MEXICO	35	2	11	300	169
NEW YORK	31	112	2,868	2,427	3,192
NORTH CAROLINA	103	13	1,414	53	1,584
NORTH DAKOTA	24	1	0	6	131
OHIO	3	7	1,058	80	2,108
OKLAHOMA	183	3	217	61	789
OREGON	41	3	46	91	1,015
PENNSYLVANIA	2	9	158	46	1,416
PUERTO RICO	0	0	0	860	0
RHODE ISLAND	2	0	18	31	333
SOUTH CAROLINA	3	1	659	10	581
SOUTH DAKOTA	26	0	0	0	52
TENNESSEE	1	5	404	6	1,396
TEXAS	5	9	452	910	746
UTAH	23	9	10	84	623
VERMONT	0	2	5	0	256
VIRGINIA	4	25	632	82	1,170
WASHINGTON	62	27	86	94	774
WEST VIRGINIA	2	0	47	1	861
WISCONSIN	52	14	553	104	1,204
WYOMING	16	1	1	31	226
AMERICAN SAMOA	0	17	0	0	0
GUAM	0	9	0	0	0
NORTHERN MARIANAS	0	11	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	21	16	0
BUR. OF INDIAN AFFAIRS	174	0	0	0	0
U.S. AND OUTLYING AREAS	1,666	869	22,051	10,745	49,768
50 STATES, D.C. & P.R.	1,492	832	22,030	10,729	49,768

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21* Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
DROPPED OUT

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.86	0.05	37.24	0.34	61.52
ALASKA	37.84	3.90	8.72	2.29	47.25
ARIZONA	11.13	0.23	7.90	37.89	42.85
ARKANSAS	0.60	0.12	34.85	1.08	63.35
CALIFORNIA	1.13	3.60	16.11	40.41	38.74
COLORADO	1.20	1.00	5.78	29.01	63.01
CONNECTICUT	0.36	1.08	16.44	22.58	59.53
DELAWARE	0.00	0.00	47.58	3.23	49.19
DISTRICT OF COLUMBIA	0.00	0.00	88.89	11.11	0.00
FLORIDA	0.21	0.34	36.80	18.48	44.18
GEORGIA	0.12	0.83	42.30	2.38	54.36
HAWAII	0.44	74.89	2.64	3.08	18.94
IDAHO	3.89	0.00	0.46	13.04	82.61
ILLINOIS	0.13	0.45	30.42	10.93	58.07
INDIANA	0.35	0.00	8.24	1.69	89.72
IOWA	0.76	0.67	10.88	3.54	84.15
KANSAS	1.40	0.56	9.52	6.02	82.49
KENTUCKY	0.00	0.23	15.16	0.23	84.39
LOUISIANA	0.88	0.27	55.09	0.66	43.10
MAINE	0.00	0.60	1.20	1.40	96.80
MARYLAND	0.44	0.53	43.65	1.15	54.23
MASSACHUSETTS	0.20	1.30	10.02	10.10	78.38
MICHIGAN	1.49	0.95	28.34	3.13	66.08
MINNESOTA	7.46	2.56	20.88	3.34	65.76
MISSISSIPPI	0.11	0.34	56.22	0.23	43.10
MISSOURI	0.13	0.13	28.45	1.19	70.10
MONTANA	30.00	0.86	0.57	3.14	65.43
NEBRASKA	3.61	0.23	7.22	8.35	80.59
NEVADA	2.03	2.03	17.78	14.35	63.81
NEW HAMPSHIRE	0.16	0.31	0.78	1.09	97.66
NEW JERSEY	0.29	0.90	32.11	19.49	47.22
NEW MEXICO	6.77	0.39	2.13	58.03	32.69
NEW YORK	0.36	1.30	33.23	28.12	36.99
NORTH CAROLINA	3.25	0.41	44.65	1.67	50.02
NORTH DAKOTA	14.81	0.62	0.00	3.70	80.86
OHIO	0.09	0.21	32.49	2.46	64.74
OKLAHOMA	14.60	0.24	17.32	4.87	62.97
OREGON	3.43	0.25	3.85	7.61	84.87
PENNSYLVANIA	0.12	0.55	9.69	2.82	86.82
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.52	0.00	4.69	8.07	86.72
SOUTH CAROLINA	0.24	0.08	52.55	0.80	46.33
SOUTH DAKOTA	33.33	0.00	0.00	0.00	66.67
TENNESSEE	0.06	0.28	22.30	0.33	77.04
TEXAS	0.24	0.42	21.30	42.88	35.16
UTAH	3.07	1.20	1.34	11.21	83.18
VERMONT	0.00	0.76	1.90	0.00	97.34
VIRGINIA	0.21	1.31	33.04	4.29	61.16
WASHINGTON	5.94	2.59	8.25	9.01	74.21
WEST VIRGINIA	0.22	0.00	5.16	0.11	94.51
WISCONSIN	2.70	0.73	28.70	5.40	62.48
WYOMING	5.82	0.36	0.36	11.27	82.18
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	56.76	43.24	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.96	1.02	25.91	12.63	58.48
50 STATES, D.C. & P.R.	1.76	0.98	25.96	12.64	58.65

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Number) of Children Ages 14-21^{+} Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	 ASIAN/ PACIFIC ISLANDER	 BLACK	 HISPANIC	 WHITE
ALABAMA	56	13	3,878	45	5,282
ALASKA	591	36	93	41	898
ARIZONA	769	55	678	2,824	4,600
ARKANSAS	26	13	1,597	93	4,353
CALIFORNIA	664	2,351	10,856	22,454	24,557
COLORADO	139	119	888	2,035	6,464
CONNECTICUT	48	87	1,826	1,644	7,163
DELAWARE	2	9	503	52	591
DISTRICT OF COLUMBIA	0	0	232	9	9
FLORIDA	90	188	9,108	3,794	16,914
GEORGIA	16	62	6,013	256	7,905
HAWAII	7	1,234	42	53	314
IDAHO	59	13	25	295	2,850
ILLINOIS	37	238	7,829	2,727	16,800
INDIANA	29	30	1,700	240	10,751
IOWA	32	39	387	159	5,527
KANSAS	102	50	872	445	6,277
KENTUCKY	4	22	1,035	44	6,260
LOUISIANA	37	20	3,706	58	3,249
MAINE	11	20	30	30	3,409
MARYLAND	34	122	3,667	269	4,860
MASSACHUSETTS	31	205	1,571	1,586	12,302
MICHIGAN	243	251	4,531	592	17,038
MINNESOTA	465	190	917	280	7,719
MISSISSIPPI	6	8	2,831	22	2,000
MISSOURI	19	44	3,300	130	9,931
MONTANA	256	11	9	33	1,172
NEBRASKA	119	15	239	230	3,168
NEVADA	75	65	508	437	1,965
NEW HAMPSHIRE	6	9	13	29	2,898
NEW JERSEY	51	320	6,026	3,250	11,217
NEW MEXICO	251	23	134	1,764	1,330
NEW YORK	189	641	10,463	7,484	22,768
NORTH CAROLINA	271	82	5,167	241	7,636
NORTH DAKOTA	166	5	19	29	1,097
OHIO	30	89	3,827	335	18,563
OKLAHOMA	1,037	35	1,206	292	5,447
OREGON	171	80	196	467	6,570
PENNSYLVANIA	24	101	2,087	756	12,706
PUERTO RICO	2	0	1	3,230	0
RHODE ISLAND	12	27	154	222	2,240
SOUTH CAROLINA	12	14	3,168	57	2,987
SOUTH DAKOTA	141	5	20	18	883
TENNESSEE	25	50	4,191	140	14,147
TEXAS	103	226	5,662	10,468	14,422
UTAH	140	90	90	606	4,770
VERMONT	3	7	15	6	1,415
VIRGINIA	40	183	3,680	514	8,156
WASHINGTON	389	301	771	555	6,241
WEST VIRGINIA	7	6	309	12	3,981
WISCONSIN	296	161	1,749	478	10,270
WYOMING	88	10	37	191	2,372
AMERICAN SAMOA	0	57	0	0	0
GUAM	0	65	3	1	3
NORTHERN MARIANAS	0	27	0	0	0
PALAU	0	6	2	0	0
VIRGIN ISLANDS	0	0	96	28	2
BUR. OF INDIAN AFFAIRS	741	0	0	0	2
U.S. AND OUTLYING AREAS	8,162	8,130	117,957	72,050	356,451
50 STATES, D.C. & P.R.	7,421	7,975	117,856	72,021	356,444

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Racial/Ethnic Composition (Percentage) of Children Ages 14-21^{+} Exiting Special Education, During the 1999-2000 School Year

ALL DISABILITIES
TOTAL

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.60	0.14	41.82	0.49	56.95
ALASKA	35.62	2.17	5.61	2.47	54.13
ARIZONA	8.62	0.62	7.60	31.64	51.53
ARKANSAS	0.43	0.21	26.26	1.53	71.57
CALIFORNIA	1.09	3.86	17.83	36.88	40.34
COLORADO	1.44	1.23	9.21	21.10	67.02
CONNECTICUT	0.45	0.81	16.96	15.27	66.52
DELAWARE	0.17	0.78	43.47	4.49	51.08
DISTRICT OF COLUMBIA	0.00	0.00	92.80	3.60	3.60
FLORIDA	0.30	0.62	30.27	12.61	56.20
GEORGIA	0.11	0.44	42.19	1.80	55.47
HAWAII	0.42	74.79	2.55	3.21	19.03
IDAHO	1.82	0.40	0.77	9.10	87.91
ILLINOIS	0.13	0.86	28.33	9.87	60.80
INDIANA	0.23	0.24	13.33	1.88	84.32
IOWA	0.52	0.63	6.30	2.59	89.96
KANSAS	1.32	0.65	11.26	5.74	81.04
KENTUCKY	0.05	0.30	14.05	0.60	85.00
LOUISIANA	0.52	0.28	52.42	0.82	45.95
MAINE	0.31	0.57	0.86	0.86	97.40
MARYLAND	0.38	1.36	40.96	3.00	54.29
MASSACHUSETTS	0.20	1.31	10.01	10.11	78.38
MICHIGAN	1.07	1.11	20.00	2.61	75.21
MINNESOTA	4.86	1.99	9.58	2.93	80.65
MISSISSIPPI	0.12	0.16	58.17	0.45	41.09
MISSOURI	0.14	0.33	24.58	0.97	73.98
MONTANA	17.29	0.74	0.61	2.23	79.14
NEBRASKA	3.16	0.40	6.34	6.10	84.01
NEVADA	2.46	2.13	16.66	14.33	64.43
NEW HAMPSHIRE	0.20	0.30	0.44	0.98	98.07
NEW JERSEY	0.24	1.53	28.88	15.58	53.76
NEW MEXICO	7.17	0.66	3.83	50.37	37.98
NEW YORK	0.45	1.54	25.18	18.01	54.80
NORTH CAROLINA	2.02	0.61	38.57	1.80	57.00
NORTH DAKOTA	12.61	0.38	1.44	2.20	83.36
OHIO	0.13	0.39	16.75	1.47	81.26
OKLAHOMA	12.94	0.44	15.04	3.64	67.94
OREGON	2.28	1.07	2.62	6.24	87.79
PENNSYLVANIA	0.15	0.64	13.32	4.82	81.06
PUERTO RICO	0.06	0.00	0.03	99.91	0.00
RHODE ISLAND	0.45	1.02	5.80	8.36	84.37
SOUTH CAROLINA	0.19	0.22	50.79	0.91	47.88
SOUTH DAKOTA	13.21	0.47	1.87	1.69	82.76
TENNESSEE	0.13	0.27	22.59	0.75	76.25
TEXAS	0.33	0.73	18.33	33.90	46.70
UTAH	2.46	1.58	1.58	10.64	83.74
VERMONT	0.21	0.48	1.04	0.41	97.86
VIRGINIA	0.32	1.46	29.27	4.09	64.87
WASHINGTON	4.71	3.65	9.34	6.72	75.58
WEST VIRGINIA	0.16	0.14	7.16	0.28	92.26
WISCONSIN	2.29	1.24	13.50	3.69	79.28
WYOMING	3.26	0.37	1.37	7.08	87.92
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	90.28	4.17	1.39	4.17
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	75.00	25.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	76.19	22.22	1.59
BUR. OF INDIAN AFFAIRS	99.73	0.00	0.00	0.00	0.27
U.S. AND OUTLYING AREAS	1.45	1.44	20.96	12.80	63.34
50 STATES, D.C. & P.R.	1.32	1.42	20.98	12.82	63.46

Washington State data based on previous year's data.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

ALL DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	48	1	206	511	557
ALASKA	143	11	34	142	185
ARIZONA	231	70	310	454	336
ARKANSAS	97	0	147	666	885
CALIFORNIA	4,953	227	1,368	2,658	9,206
COLORADO	219	92	290	347	781
CONNECTICUT	16	1	67	1,502	1,586
DELAWARE	108	0	20	2,478	339
DISTRICT OF COLUMBIA	32	8	51	14	40
FLORIDA	235	0	76	5,035	5,181
GEORGIA	186	78	373	880	1,102
HAWAII	92	0	78	0	170
IDAHO	38	1	49	36	91
ILLINOIS	296	35	176	1,168	1,582
INDIANA	351	56	971	937	1,416
IOWA	59	15	36	237	315
KANSAS	50	52	31	305	365
KENTUCKY	154	0	58	298	497
LOUISIANA	258	13	257	892	1,319
MAINE	180	84	77	187	528
MARYLAND	269	76	1,319	765	2,009
MASSACHUSETTS	459	575	295	1,376	1,279
MICHIGAN	4	1	959	2,053	2,885
MINNESOTA	.	0	43	100	118
MISSISSIPPI	151	0	136	439	687
MISSOURI	243	0	643	1,563	2,130
MONTANA	3	0	447	56	37
NEBRASKA	49	5	136	96	153
NEVADA	146	1	144	195	464
NEW HAMPSHIRE	6	0	13	72	90
NEW JERSEY	904	61	87	3	1,015
NEW MEXICO	214	0	100	144	445
NEW YORK	438	148	557	2,202	3,104
NORTH CAROLINA	961	31	705	2,449	1,533
NORTH DAKOTA	11	5	7	14	30
OHIO	1,586	6	434	2,363	4,241
OKLAHOMA	178	3	341	631	964
OREGON	228	56	154	211	649
PENNSYLVANIA	427	203	276	2,528	787
PUERTO RICO	0	0	4	2	6
RHODE ISLAND	5	.	6	259	270
SOUTH CAROLINA	216	67	968	846	129
SOUTH DAKOTA	18	0	22	131	171
TENNESSEE	114	10	444	356	891
TEXAS	2,350	92	7,974	4,595	13,268
UTAH	172	74	149	484	364
VERMONT	57	6	29	48	32
VIRGINIA	28	0	539	1,813	2,317
WASHINGTON	952	64	711	655	1,243
WEST VIRGINIA	22	0	21	638	671
WISCONSIN	79	29	554	574	1,236
WYOMING	15	4	7	20	46
AMERICAN SAMOA	0	0	3	0	3
GUAM	22	0	0	64	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	8	0	0	7	15
BUR. OF INDIAN AFFAIRS	31	1	48	129	139
U.S. AND OUTLYING AREAS	18,112	2,262	22,950	46,628	69,902
50 STATES, D.C. & P.R.	18,051	2,261	22,899	46,428	69,745

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	34	1	96	269	304
ALASKA	101	7	25	96	129
ARIZONA	185	52	228	336	247
ARKANSAS	51	0	51	325	413
CALIFORNIA	3,940	200	1,101	2,052	7,293
COLORADO	116	41	147	143	367
CONNECTICUT	12	1	31	686	730
DELAWARE	65	0	14	1,846	246
DISTRICT OF COLUMBIA	19	5	30	6	24
FLORIDA	159	0	36	2,391	2,503
GEORGIA	56	21	101	268	342
HAWAII	46	0	47	0	93
IDAHO	30	1	39	28	71
ILLINOIS	127	14	78	487	660
INDIANA	206	30	540	472	745
IOWA	33	10	13	78	121
KANSAS	28	30	15	113	143
KENTUCKY	52	0	25	85	159
LOUISIANA	129	8	157	444	683
MAINE	79	32	40	71	222
MARYLAND	156	44	842	415	1,229
MASSACHUSETTS	225	250	210	887	710
MICHIGAN	2	1	523	1,003	1,473
MINNESOTA	.	0	19	25	34
MISSISSIPPI	125	0	103	322	514
MISSOURI	149	0	386	853	1,203
MONTANA	1	0	295	35	21
NEBRASKA	25	2	91	51	85
NEVADA	83	0	119	153	338
NEW HAMPSHIRE	4	0	5	30	38
NEW JERSEY	520	39	50	2	582
NEW MEXICO	132	0	50	88	262
NEW YORK	223	89	289	1,058	1,546
NORTH CAROLINA	415	7	338	974	643
NORTH DAKOTA	6	2	5	1	10
OHIO	741	2	166	924	1,771
OKLAHOMA	118	2	203	356	590
OREGON	146	41	114	125	426
PENNSYLVANIA	255	110	146	1,357	448
PUERTO RICO	0	0	3	2	5
RHODE ISLAND	4	.	6	173	183
SOUTH CAROLINA	89	31	544	417	56
SOUTH DAKOTA	12	0	15	83	110
TENNESSEE	67	5	242	204	505
TEXAS	1,655	61	5,697	2,804	9,070
UTAH	117	35	104	262	247
VERMONT	17	3	6	7	12
VIRGINIA	15	0	258	820	1,063
WASHINGTON	511	26	373	342	651
WEST VIRGINIA	8	0	13	337	351
WISCONSIN	22	5	198	222	447
WYOMING	7	2	5	9	23
AMERICAN SAMOA	0	0	0	0	0
GUAM	21	0	0	60	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	3	0	0	3	6
BUR. OF INDIAN AFFAIRS	27	0	32	91	111
U.S. AND OUTLYING AREAS	11,369	1,210	14,264	24,691	40,258
50 STATES, D.C. & P.R.	11,318	1,210	14,232	24,537	40,141

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	1	0	3	3	5
ALASKA	7	1	3	7	11
ARIZONA	1	0	4	5	3
ARKANSAS	6	0	9	21	32
CALIFORNIA	224	5	111	101	441
COLORADO	17	4	12	22	47
CONNECTICUT	.	.	4	69	73
DELAWARE	4	0	0	23	8
DISTRICT OF COLUMBIA	0	0	1	1	0
FLORIDA	7	0	6	219	220
GEORGIA	6	0	1	18	19
HAWAII	2	0	3	0	5
IDAHO	2	0	1	1	3
ILLINOIS	13	0	7	59	77
INDIANA	8	2	21	35	46
IOWA	0	0	0	2	2
KANSAS	1	2	2	6	9
KENTUCKY	3	0	0	9	12
LOUISIANA	6	0	1	22	29
MAINE	7	5	6	6	24
MARYLAND	10	2	80	43	113
MASSACHUSETTS	6	3	3	10	15
MICHIGAN	.	.	10	26	36
MINNESOTA	.	0	2	1	2
MISSISSIPPI	2	0	6	5	12
MISSOURI	4	0	14	27	40
MONTANA	0	0	1	0	1
NEBRASKA	7	0	7	4	9
NEVADA	5	0	1	1	6
NEW HAMPSHIRE	0	0	2	6	8
NEW JERSEY	7	0	0	0	7
NEW MEXICO	6	0	5	3	14
NEW YORK	4	3	17	46	68
NORTH CAROLINA	21	0	12	25	32
NORTH DAKOTA	1	0	0	0	1
OHIO	61	0	8	98	162
OKLAHOMA	3	0	9	14	24
OREGON	9	2	6	11	28
PENNSYLVANIA	8	1	42	131	12
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	1	.	0	6	7
SOUTH CAROLINA	2	0	72	20	6
SOUTH DAKOTA	1	0	1	3	5
TENNESSEE	6	0	13	18	34
TEXAS	32	.	148	107	266
UTAH	4	2	3	25	6
VERMONT	3	0	10	2	2
VIRGINIA	0	0	34	59	92
WASHINGTON	26	0	9	3	12
WEST VIRGINIA	0	0	0	9	9
WISCONSIN	1	0	5	2	8
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	1	0	0
U.S. AND OUTLYING AREAS	545	32	716	1,335	2,103
50 STATES, D.C. & P.R.	545	32	715	1,334	2,103

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

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Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	5	0	57	147	151
ALASKA	7	0	0	5	7
ARIZONA	3	1	11	23	15
ARKANSAS	20	0	69	210	295
CALIFORNIA	121	3	66	78	268
COLORADO	6	2	12	9	24
CONNECTICUT	.	.	4	42	46
DELAWARE	13	0	3	233	32
DISTRICT OF COLUMBIA	3	1	5	1	4
FLORIDA	21	0	6	560	575
GEORGIA	30	13	45	161	156
HAWAII	4	0	5	0	9
IDAHO	2	0	2	2	4
ILLINOIS	13	8	27	139	182
INDIANA	38	6	138	106	170
IOWA	6	3	10	18	36
KANSAS	2	0	0	31	31
KENTUCKY	44	0	12	45	99
LOUISIANA	23	3	31	116	164
MAINE	5	5	5	5	20
MARYLAND	12	12	63	30	95
MASSACHUSETTS	6	17	6	18	31
MICHIGAN	1	.	103	241	321
MINNESOTA	.	0	1	2	3
MISSISSIPPI	11	0	13	72	95
MISSOURI	7	0	51	93	132
MONTANA	0	0	18	2	0
NEBRASKA	3	0	11	9	12
NEVADA	1	0	2	3	6
NEW HAMPSHIRE	1	0	0	3	4
NEW JERSEY	12	4	0	0	16
NEW MEXICO	5	0	3	2	10
NEW YORK	16	10	32	61	112
NORTH CAROLINA	143	9	106	554	261
NORTH DAKOTA	2	0	1	3	6
OHIO	419	2	152	760	1,288
OKLAHOMA	15	0	47	87	98
OREGON	8	2	1	5	16
PENNSYLVANIA	29	36	11	186	72
PUERTO RICO	0	0	1	0	1
RHODE ISLAND	0	.	0	6	6
SOUTH CAROLINA	43	15	187	167	28
SOUTH DAKOTA	3	0	1	9	13
TENNESSEE	12	1	92	42	147
TEXAS	31	1	129	112	248
UTAH	6	2	3	26	10
VERMONT	1	0	1	0	0
VIRGINIA	5	0	47	132	180
WASHINGTON	39	3	22	17	54
WEST VIRGINIA	3	0	3	108	114
WISCONSIN	3	0	17	32	52
WYOMING	1	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	4	0	0	3	7
BUR. OF INDIAN AFFAIRS	1	1	2	1	1
U.S. AND OUTLYING AREAS	1,210	160	1,634	4,718	5,728
50 STATES, D.C. & P.R.	1,204	159	1,632	4,713	5,720

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

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Table AE1

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EMOTIONAL DISTURBANCE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	6	0	9	72	77
ALASKA	12	2	3	15	14
ARIZONA	30	14	53	72	56
ARKANSAS	5	0	1	27	33
CALIFORNIA	436	11	48	321	816
COLORADO	56	32	95	119	253
CONNECTICUT	2	.	19	506	527
DELAWARE	17	0	3	209	33
DISTRICT OF COLUMBIA	10	2	15	6	12
FLORIDA	43	0	27	1,750	1,764
GEORGIA	66	39	173	346	443
HAWAII	39	0	22	0	61
IDAHO	3	0	4	4	9
ILLINOIS	124	11	55	453	604
INDIANA	90	15	244	286	402
IOWA	19	2	12	137	153
KANSAS	3	9	8	79	90
KENTUCKY	37	0	9	125	168
LOUISIANA	69	2	30	227	304
MAINE	60	36	14	82	192
MARYLAND	56	13	211	182	363
MASSACHUSETTS	192	295	57	408	459
MICHIGAN	1	.	271	655	881
MINNESOTA	.	0	20	69	75
MISSISSIPPI	5	0	3	14	21
MISSOURI	63	0	145	472	591
MONTANA	2	0	97	17	14
NEBRASKA	7	1	20	24	33
NEVADA	41	0	18	30	85
NEW HAMPSHIRE	1	0	3	21	25
NEW JERSEY	245	11	22	1	276
NEW MEXICO	44	0	31	39	111
NEW YORK	133	33	159	789	1,019
NORTH CAROLINA	247	12	169	669	399
NORTH DAKOTA	2	3	1	7	10
OHIO	296	1	95	511	873
OKLAHOMA	33	1	55	136	184
OREGON	34	10	21	47	112
PENNSYLVANIA	128	55	76	793	238
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	46	46
SOUTH CAROLINA	53	20	135	223	27
SOUTH DAKOTA	1	0	4	23	28
TENNESSEE	13	0	56	43	99
TEXAS	415	22	1,281	1,101	2,444
UTAH	43	32	32	159	93
VERMONT	32	0	11	34	18
VIRGINIA	4	0	117	569	673
WASHINGTON	144	23	118	139	236
WEST VIRGINIA	9	0	4	143	154
WISCONSIN	51	23	314	291	679
WYOMING	7	2	1	9	19
AMERICAN SAMOA	0	0	3	0	3
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	1	2
BUR. OF INDIAN AFFAIRS	2	0	8	31	18
U.S. AND OUTLYING AREAS	3,432	732	4,402	12,533	16,319
50 STATES, D.C. & P.R.	3,429	732	4,391	12,500	16,296

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

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MULTIPLE DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	1	0	0
ALASKA	4	0	0	3	4
ARIZONA	3	0	2	0	1
ARKANSAS	1	0	0	3	3
CALIFORNIA	4	0	2	1	7
COLORADO	2	0	2	1	5
CONNECTICUT	.	.	2	15	17
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	.	.	.	.	.
GEORGIA	0	0	0	0	0
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	.	.	.	.	.
INDIANA	4	2	4	4	8
IOWA	0	0	0	0	0
KANSAS	12	4	0	39	47
KENTUCKY	3	0	3	4	9
LOUISIANA	0	0	0	0	0
MAINE	20	0	10	10	40
MARYLAND	5	4	21	14	33
MASSACHUSETTS	7	3	7	22	16
MICHIGAN	.	.	2	2	4
MINNESOTA	.	0	0	0	0
MISSISSIPPI	0	0	0	2	2
MISSOURI	1	0	4	22	27
MONTANA	0	0	11	0	1
NEBRASKA	0	1	0	0	0
NEVADA	0	1	0	0	1
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	73	6	12	0	86
NEW MEXICO	2	0	1	1	4
NEW YORK	17	6	10	56	80
NORTH CAROLINA	1	0	0	4	0
NORTH DAKOTA	.	.	.	.	.
OHIO	15	0	2	9	26
OKLAHOMA	0	0	2	2	2
OREGON	.	.	.	.	.
PENNSYLVANIA	0	0	0	1	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	6	0	0	5	4
SOUTH DAKOTA	1	0	1	3	5
TENNESSEE	0	1	0	0	1
TEXAS	17	.	88	40	123
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	3	7	10
WASHINGTON	12	1	15	9	20
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	2	1	4
U.S. AND OUTLYING AREAS	211	29	207	280	590
50 STATES, D.C. & P.R.	210	29	205	279	586

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

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Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	1	1
ALASKA	2	0	0	2	2
ARIZONA	2	0	3	3	2
ARKANSAS	1	0	0	1	2
CALIFORNIA	30	5	11	8	54
COLORADO	0	0	0	3	3
CONNECTICUT	.	.	1	11	12
DELAWARE	1	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	2	0	0	12	14
GEORGIA	3	0	2	1	5
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	10	0	2	9	21
INDIANA	0	0	3	7	7
IOWA	0	0	1	1	1
KANSAS	0	0	0	0	.
KENTUCKY	0	0	0	0	0
LOUISIANA	1	0	0	4	4
MAINE	6	0	0	6	12
MARYLAND	0	0	1	0	1
MASSACHUSETTS	0	2	0	1	3
MICHIGAN	.	.	6	11	15
MINNESOTA	.	0	0	0	0
MISSISSIPPI	2	0	2	2	6
MISSOURI	2	0	1	5	8
MONTANA	0	0	3	0	0
NEBRASKA	0	0	0	1	1
NEVADA	2	0	1	4	7
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	3	0	0	0	2
NEW MEXICO	13	0	1	0	14
NEW YORK	0	1	1	9	11
NORTH CAROLINA	7	0	8	9	8
NORTH DAKOTA	0	0	0	0	0
OHIO	11	0	4	13	26
OKLAHOMA	2	0	2	0	2
OREGON	2	0	0	0	2
PENNSYLVANIA	1	1	0	8	1
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	1	0	4	4	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	5	0	7	5	16
TEXAS	7	.	23	13	39
UTAH	0	0	0	1	0
VERMONT	0	0	1	1	0
VIRGINIA	0	0	2	2	3
WASHINGTON	8	1	14	5	21
WEST VIRGINIA	0	0	0	1	1
WISCONSIN	0	0	2	2	4
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	124	10	106	166	332
50 STATES, D.C. & P.R.	124	10	106	166	332

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	1	1
ALASKA	0	0	0	1	1
ARIZONA	1	0	0	1	1
ARKANSAS	0	0	0	2	2
CALIFORNIA	13	0	2	4	19
COLORADO	22	11	19	43	73
CONNECTICUT	.	.	.	1	1
DELAWARE	8	0	0	167	19
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	10	10
GEORGIA	2	0	0	1	0
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	0	0	0	2	2
INDIANA	0	0	1	0	1
IOWA	0	0	0	0	0
KANSAS	0	0	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	1	0	1
MAINE	0	0	0	0	0
MARYLAND	0	0	0	0	0
MASSACHUSETTS	0	0	1	1	0
MICHIGAN	.	.	38	109	145
MINNESOTA	.	0	1	0	1
MISSISSIPPI	5	0	8	16	29
MISSOURI	0	0	0	0	0
MONTANA	0	0	0	0	0
NEBRASKA	1	0	1	0	1
NEVADA	1	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0	0	0	0	0
NEW MEXICO	0	0	0	1	1
NEW YORK	0	0	0	3	3
NORTH CAROLINA	0	0	2	7	2
NORTH DAKOTA	0	0	0	0	0
OHIO	4	1	0	2	7
OKLAHOMA	0	0	0	3	3
OREGON	1	0	0	0	1
PENNSYLVANIA	1	0	1	2	2
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	1	0	1	0	1
SOUTH DAKOTA	0	0	0	1	1
TENNESSEE	0	0	0	0	0
TEXAS	11	.	33	12	51
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	1	1
WASHINGTON	1	0	1	2	1
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	0	0	0	1	1
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1	1
U.S. AND OUTLYING AREAS	72	12	110	395	384
50 STATES, D.C. & P.R.	72	12	110	394	383

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	2	0	39	13	13
ALASKA	9	1	3	10	13
ARIZONA	2	3	6	13	8
ARKANSAS	13	0	17	73	101
CALIFORNIA	148	2	21	82	253
COLORADO	.	.	.	.	.
CONNECTICUT	2	.	6	161	169
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	1	0	1	80	80
GEORGIA	23	5	50	83	136
HAWAII	0	0	1	0	1
IDAHO	1	0	1	1	2
ILLINOIS	6	0	5	16	26
INDIANA	3	1	14	22	29
IOWA	0	0	0	0	0
KANSAS	3	6	6	35	42
KENTUCKY	15	0	9	30	50
LOUISIANA	29	0	36	71	124
MAINE	3	1	2	2	8
MARYLAND	28	1	98	77	168
MASSACHUSETTS	1	0	3	2	6
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0	0	1	1
MISSISSIPPI	0	0	0	0	0
MISSOURI	16	0	42	85	122
MONTANA	0	0	19	2	0
NEBRASKA	6	1	6	7	12
NEVADA	12	0	3	4	19
NEW HAMPSHIRE	0	0	3	12	15
NEW JERSEY	24	1	2	0	26
NEW MEXICO	10	0	4	10	22
NEW YORK	43	4	47	166	245
NORTH CAROLINA	119	1	69	193	176
NORTH DAKOTA	0	0	0	3	3
OHIO	33	0	7	41	77
OKLAHOMA	5	0	21	31	55
OREGON	26	1	10	21	58
PENNSYLVANIA	2	0	0	13	11
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	27	27
SOUTH CAROLINA	21	1	25	9	7
SOUTH DAKOTA	0	0	0	9	9
TENNESSEE	11	3	32	43	86
TEXAS	170	8	553	390	980
UTAH	1	0	5	5	2
VERMONT	3	3	0	3	0
VIRGINIA	4	0	67	195	258
WASHINGTON	201	9	154	134	238
WEST VIRGINIA	2	0	0	33	34
WISCONSIN	2	1	18	20	41
WYOMING	0	0	1	2	3
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	3	1	1
U.S. AND OUTLYING AREAS	1,000	53	1,409	2,231	3,757
50 STATES, D.C. & P.R.	1,000	53	1,406	2,230	3,756

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	2	2
ALASKA	0	0	0	0	0
ARIZONA	1	0	3	1	2
ARKANSAS	0	0	0	1	1
CALIFORNIA	14	1	2	1	18
COLORADO	0	0	0	1	1
CONNECTICUT	.	.	.	3	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	3	3
GEORGIA	0	0	0	0	0
HAWAII	1	0	0	0	1
IDAHO	0	0	1	0	1
ILLINOIS	0	1	2	0	3
INDIANA	1	0	1	1	1
IOWA	0	0	0	1	1
KANSAS	0	0	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	1	1	2
MAINE	0	0	0	0	0
MARYLAND	2	0	1	2	3
MASSACHUSETTS	2	0	0	0	2
MICHIGAN	.	.	2	3	4
MINNESOTA	.	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	0	0	0	0	0
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	5	0	0	0	5
NEW MEXICO	1	0	4	0	5
NEW YORK	0	0	0	2	2
NORTH CAROLINA	1	0	0	6	3
NORTH DAKOTA	0	0	0	0	0
OHIO	1	0	0	2	3
OKLAHOMA	1	0	0	0	1
OREGON	1	0	0	0	1
PENNSYLVANIA	1	0	0	33	1
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	1	1
SOUTH CAROLINA	0	0	0	1	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	1	1
TEXAS	7	.	11	5	21
UTAH	0	1	1	2	2
VERMONT	1	0	0	1	0
VIRGINIA	0	0	2	12	13
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	0	0	1	0	1
WISCONSIN	0	0	0	1	1
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	2	2
U.S. AND OUTLYING AREAS	40	3	32	89	111
50 STATES, D.C. & P.R.	40	3	32	87	109

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

AUTISM

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	1	1	1
ALASKA	1	0	0	2	3
ARIZONA	2	0	0	0	1
ARKANSAS	0	0	0	2	2
CALIFORNIA	10	0	2	8	20
COLORADO	0	1	1	1	1
CONNECTICUT	.	.	.	2	2
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	2	2
GEORGIA	0	0	0	0	0
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	1	0	0	2	3
INDIANA	1	0	1	3	3
IOWA	0	0	0	0	0
KANSAS	0	0	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	0	0	0
MAINE	0	0	0	0	0
MARYLAND	0	0	0	0	0
MASSACHUSETTS	0	1	0	0	1
MICHIGAN	.	.	4	3	6
MINNESOTA	.	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	0	0	0	4	4
MONTANA	0	0	1	0	0
NEBRASKA	0	0	0	0	0
NEVADA	1	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0	0	0	0	0
NEW MEXICO	1	0	0	0	1
NEW YORK	0	0	0	3	3
NORTH CAROLINA	6	1	0	3	5
NORTH DAKOTA	0	0	0	0	0
OHIO	1	0	0	1	2
OKLAHOMA	0	0	0	0	0
OREGON	1	0	1	1	3
PENNSYLVANIA	0	0	0	1	1
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	1	0	1
TEXAS	.	.	.	4	4
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	2	0	2
WASHINGTON	0	0	3	0	2
WEST VIRGINIA	0	0	0	2	2
WISCONSIN	0	0	0	1	1
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	25	3	17	46	77
50 STATES, D.C. & P.R.	25	3	17	46	77

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Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.
Data for the 1999-2000 school year, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	0	0
ALASKA	0	0	0	0	0
ARIZONA	1	0	0	0	0
ARKANSAS	0	0	0	0	0
CALIFORNIA	0	0	0	0	0
COLORADO	0	0	0	0	0
CONNECTICUT	.	.	.	3	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	0	0
GEORGIA	0	0	1	0	1
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	0	0	0	0	0
INDIANA	0	0	0	0	0
IOWA	0	0	0	0	0
KANSAS	0	0	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	0	0	0
MAINE	0	0	0	0	0
MARYLAND	0	0	0	0	0
MASSACHUSETTS	0	0	1	2	0
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0	0	0	0
MISSISSIPPI	0	0	0	5	5
MISSOURI	0	0	0	0	0
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	1	0	0	0	1
NEW MEXICO	0	0	0	0	0
NEW YORK	0	1	0	0	1
NORTH CAROLINA	0	0	0	1	0
NORTH DAKOTA	0	0	0	0	0
OHIO	0	0	0	0	0
OKLAHOMA	0	0	0	0	0
OREGON	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	.	.	.	1	1
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	1	0	0	0	1
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	3	1	2	12	13
50 STATES, D.C. & P.R.	3	1	2	12	13

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	1	1
ALASKA	0	0	0	1	1
ARIZONA	0	0	0	0	0
ARKANSAS	0	0	0	1	1
CALIFORNIA	13	0	2	2	17
COLORADO	0	1	2	5	7
CONNECTICUT	.	.	.	3	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	2	0	0	8	10
GEORGIA	0	0	0	1	0
HAWAII	0	0	0	0	0
IDAHO	0	0	1	0	1
ILLINOIS	2	1	0	0	3
INDIANA	0	0	4	1	4
IOWA	1	0	0	0	1
KANSAS	1	1	0	2	3
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	0	3	3
MAINE	0	5	0	5	10
MARYLAND	0	0	2	1	3
MASSACHUSETTS	1	0	1	1	1
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0	0	2	2
MISSISSIPPI	1	0	1	1	3
MISSOURI	1	0	0	2	3
MONTANA	0	0	2	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	14	0	1	0	14
NEW MEXICO	0	0	1	0	1
NEW YORK	2	1	2	7	12
NORTH CAROLINA	0	1	1	2	2
NORTH DAKOTA	0	0	0	0	0
OHIO	4	0	0	2	6
OKLAHOMA	1	0	2	2	5
OREGON	0	0	1	0	1
PENNSYLVANIA	2	0	0	3	1
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	1	0	1
TEXAS	5	.	11	6	21
UTAH	1	2	1	4	4
VERMONT	0	0	0	0	0
VIRGINIA	0	0	1	3	4
WASHINGTON	5	0	0	1	3
WEST VIRGINIA	0	0	0	5	5
WISCONSIN	0	0	0	2	2
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1	1
U.S. AND OUTLYING AREAS	56	12	37	79	160
50 STATES, D.C. & P.R.	56	12	37	77	159

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	1	1
ALASKA	0	0	0	0	0
ARIZONA	0	0	0	0	0
ARKANSAS	.	.	.	.	.
CALIFORNIA	0	0	0	0	0
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	.	.
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	0	0
GEORGIA	0	0	0	1	0
HAWAII	0	0	0	0	0
IDAHO	0	0	0	0	0
ILLINOIS	0	0	0	1	1
INDIANA	0	0	0	0	0
IOWA	.	.	.	.	.
KANSAS	0	0	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	1	0	0	4	5
MAINE	.	.	.	.	.
MARYLAND	0	0	0	1	1
MASSACHUSETTS	19	4	6	24	35
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	.	.	.	.	.
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	.	.	.	.	.
NEW MEXICO	0	0	0	0	0
NEW YORK	0	0	0	2	2
NORTH CAROLINA	1	0	0	2	2
NORTH DAKOTA	0	0	0	0	0
OHIO	.	.	.	.	.
OKLAHOMA	0	0	0	0	0
OREGON	0	0	0	1	1
PENNSYLVANIA	0	0	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	.	.	.	.	.
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	6	13	18
WASHINGTON	4	1	2	3	4
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	25	5	14	53	70
50 STATES, D.C. & P.R.	25	5	14	53	70

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

ALL DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.05	0.00	0.21	0.51	0.56
ALASKA	0.82	0.06	0.19	0.81	1.06
ARIZONA	0.25	0.08	0.33	0.49	0.36
ARKANSAS	0.16	0.00	0.24	1.09	1.45
CALIFORNIA	0.77	0.04	0.21	0.41	1.44
COLORADO	0.28	0.12	0.38	0.45	1.02
CONNECTICUT	0.02	0.00	0.09	2.01	2.12
DELAWARE	0.66	0.00	0.12	15.21	2.08
DISTRICT OF COLUMBIA	0.34	0.09	0.55	0.15	0.43
FLORIDA	0.07	0.00	0.02	1.41	1.45
GEORGIA	0.11	0.05	0.23	0.54	0.67
HAWAII	0.40	0.00	0.34	0.00	0.74
IDAHO	0.13	0.00	0.17	0.12	0.31
ILLINOIS	0.10	0.01	0.06	0.41	0.55
INDIANA	0.23	0.04	0.64	0.62	0.93
IOWA	0.08	0.02	0.05	0.33	0.44
KANSAS	0.08	0.09	0.05	0.51	0.61
KENTUCKY	0.17	0.00	0.06	0.33	0.54
LOUISIANA	0.27	0.01	0.27	0.92	1.36
MAINE	0.51	0.24	0.22	0.53	1.50
MARYLAND	0.24	0.07	1.18	0.68	1.80
MASSACHUSETTS	0.28	0.35	0.18	0.83	0.78
MICHIGAN	0.00	0.00	0.45	0.96	1.35
MINNESOTA	.	0.00	0.04	0.09	0.11
MISSISSIPPI	0.24	0.00	0.22	0.70	1.10
MISSOURI	0.18	0.00	0.48	1.16	1.58
MONTANA	0.02	0.00	2.35	0.29	0.19
NEBRASKA	0.12	0.01	0.32	0.23	0.36
NEVADA	0.41	0.00	0.40	0.55	1.30
NEW HAMPSHIRE	0.02	0.00	0.05	0.25	0.31
NEW JERSEY	0.42	0.03	0.04	0.00	0.47
NEW MEXICO	0.41	0.00	0.19	0.28	0.85
NEW YORK	0.10	0.03	0.13	0.51	0.71
NORTH CAROLINA	0.56	0.02	0.41	1.42	0.89
NORTH DAKOTA	0.08	0.04	0.05	0.10	0.22
OHIO	0.67	0.00	0.18	1.00	1.80
OKLAHOMA	0.21	0.00	0.41	0.76	1.16
OREGON	0.31	0.08	0.21	0.29	0.88
PENNSYLVANIA	0.18	0.09	0.12	1.08	0.34
PUERTO RICO	0.00	0.00	0.01	0.00	0.01
RHODE ISLAND	0.02	.	0.02	0.87	0.90
SOUTH CAROLINA	0.21	0.06	0.94	0.82	0.13
SOUTH DAKOTA	0.11	0.00	0.14	0.81	1.05
TENNESSEE	0.09	0.01	0.35	0.28	0.70
TEXAS	0.48	0.02	1.61	0.93	2.69
UTAH	0.31	0.13	0.27	0.88	0.66
VERMONT	0.41	0.04	0.21	0.34	0.23
VIRGINIA	0.02	0.00	0.34	1.15	1.47
WASHINGTON	0.82	0.06	0.61	0.56	1.07
WEST VIRGINIA	0.04	0.00	0.04	1.27	1.33
WISCONSIN	0.07	0.02	0.46	0.47	1.02
WYOMING	0.11	0.03	0.05	0.15	0.35
AMERICAN SAMOA	0.00	0.00	0.43	0.00	0.43
GUAM	0.99	0.00	0.00	2.87	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.49	0.00	0.00	0.43	0.93
BUR. OF INDIAN AFFAIRS	0.24	0.01	0.37	1.00	1.08
U.S. AND OUTLYING AREAS	0.29	0.04	0.37	0.74	1.12
50 STATES, D.C. & P.R.	0.29	0.04	0.37	0.74	1.12

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.08	0.00	0.23	0.64	0.73
ALASKA	1.11	0.08	0.27	1.05	1.41
ARIZONA	0.37	0.11	0.46	0.68	0.50
ARKANSAS	0.23	0.00	0.23	1.43	1.82
CALIFORNIA	1.14	0.06	0.32	0.59	2.11
COLORADO	0.34	0.12	0.43	0.42	1.07
CONNECTICUT	0.04	0.00	0.10	2.12	2.25
DELAWARE	0.72	0.00	0.16	20.47	2.73
DISTRICT OF COLUMBIA	0.48	0.13	0.76	0.15	0.61
FLORIDA	0.10	0.00	0.02	1.51	1.58
GEORGIA	0.12	0.04	0.21	0.57	0.73
HAWAII	0.43	0.00	0.44	0.00	0.88
IDAHO	0.20	0.01	0.26	0.19	0.48
ILLINOIS	0.10	0.01	0.06	0.37	0.51
INDIANA	0.35	0.05	0.93	0.81	1.28
IOWA	0.10	0.03	0.04	0.23	0.36
KANSAS	0.12	0.13	0.06	0.48	0.61
KENTUCKY	0.25	0.00	0.12	0.40	0.75
LOUISIANA	0.35	0.02	0.43	1.22	1.87
MAINE	0.60	0.24	0.30	0.54	1.68
MARYLAND	0.34	0.10	1.85	0.91	2.71
MASSACHUSETTS	0.24	0.27	0.23	0.96	0.77
MICHIGAN	0.00	0.00	0.57	1.09	1.60
MINNESOTA	.	0.00	0.05	0.06	0.09
MISSISSIPPI	0.46	0.00	0.37	1.17	1.87
MISSOURI	0.23	0.00	0.59	1.30	1.83
MONTANA	0.01	0.00	3.01	0.36	0.21
NEBRASKA	0.15	0.01	0.56	0.31	0.52
NEVADA	0.41	0.00	0.58	0.75	1.66
NEW HAMPSHIRE	0.03	0.00	0.04	0.23	0.29
NEW JERSEY	0.47	0.04	0.05	0.00	0.53
NEW MEXICO	0.46	0.00	0.17	0.31	0.91
NEW YORK	0.11	0.04	0.14	0.51	0.75
NORTH CAROLINA	0.62	0.01	0.50	1.45	0.96
NORTH DAKOTA	0.11	0.04	0.09	0.02	0.18
OHIO	0.89	0.00	0.20	1.11	2.12
OKLAHOMA	0.27	0.00	0.47	0.82	1.36
OREGON	0.42	0.12	0.33	0.36	1.24
PENNSYLVANIA	0.22	0.09	0.12	1.16	0.38
PUERTO RICO	0.00	0.00	0.01	0.01	0.02
RHODE ISLAND	0.03	.	0.04	1.10	1.16
SOUTH CAROLINA	0.22	0.08	1.33	1.02	0.14
SOUTH DAKOTA	0.17	0.00	0.21	1.14	1.52
TENNESSEE	0.12	0.01	0.43	0.37	0.91
TEXAS	0.62	0.02	2.15	1.06	3.42
UTAH	0.41	0.12	0.36	0.91	0.86
VERMONT	0.35	0.06	0.12	0.14	0.25
VIRGINIA	0.02	0.00	0.37	1.18	1.54
WASHINGTON	1.01	0.05	0.74	0.68	1.29
WEST VIRGINIA	0.04	0.00	0.07	1.73	1.80
WISCONSIN	0.04	0.01	0.39	0.43	0.88
WYOMING	0.12	0.03	0.08	0.15	0.38
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	1.38	0.00	0.00	3.95	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.51	0.00	0.00	0.51	1.02
BUR. OF INDIAN AFFAIRS	0.36	0.00	0.42	1.20	1.46
U.S. AND OUTLYING AREAS	0.40	0.04	0.50	0.86	1.40
50 STATES, D.C. & P.R.	0.40	0.04	0.50	0.86	1.40

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Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.01	0.00	0.02	0.02	0.03
ALASKA	0.21	0.03	0.09	0.21	0.33
ARIZONA	0.01	0.00	0.03	0.03	0.02
ARKANSAS	0.07	0.00	0.10	0.23	0.35
CALIFORNIA	0.18	0.00	0.09	0.08	0.35
COLORADO	0.13	0.03	0.09	0.17	0.37
CONNECTICUT	.	.	0.03	0.56	0.59
DELAWARE	0.26	0.00	0.00	1.52	0.53
DISTRICT OF COLUMBIA	0.00	0.00	0.16	0.16	0.00
FLORIDA	0.01	0.00	0.01	0.29	0.29
GEORGIA	0.02	0.00	0.00	0.06	0.06
HAWAII	0.08	0.00	0.13	0.00	0.21
IDAHO	0.05	0.00	0.02	0.02	0.07
ILLINOIS	0.02	0.00	0.01	0.11	0.14
INDIANA	0.02	0.01	0.06	0.10	0.13
IOWA	0.00	0.00	0.00	0.04	0.04
KANSAS	0.01	0.02	0.02	0.05	0.08
KENTUCKY	0.02	0.00	0.00	0.05	0.07
LOUISIANA	0.03	0.00	0.01	0.12	0.16
MAINE	0.09	0.07	0.08	0.08	0.32
MARYLAND	0.04	0.01	0.33	0.18	0.46
MASSACHUSETTS	0.03	0.01	0.01	0.04	0.07
MICHIGAN	.	.	0.03	0.07	0.09
MINNESOTA	.	0.00	0.01	0.01	0.01
MISSISSIPPI	0.01	0.00	0.04	0.03	0.07
MISSOURI	0.02	0.00	0.05	0.11	0.16
MONTANA	0.00	0.00	0.03	0.00	0.03
NEBRASKA	0.07	0.00	0.07	0.04	0.09
NEVADA	0.09	0.00	0.02	0.02	0.11
NEW HAMPSHIRE	0.00	0.00	0.04	0.11	0.15
NEW JERSEY	0.02	0.00	0.00	0.00	0.02
NEW MEXICO	0.07	0.00	0.06	0.03	0.16
NEW YORK	0.01	0.01	0.03	0.08	0.12
NORTH CAROLINA	0.08	0.00	0.04	0.09	0.11
NORTH DAKOTA	0.03	0.00	0.00	0.00	0.03
OHIO	0.15	0.00	0.02	0.24	0.39
OKLAHOMA	0.02	0.00	0.06	0.10	0.17
OREGON	0.06	0.01	0.04	0.07	0.19
PENNSYLVANIA	0.02	0.00	0.12	0.37	0.03
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.02	.	0.00	0.12	0.15
SOUTH CAROLINA	0.01	0.00	0.34	0.09	0.03
SOUTH DAKOTA	0.03	0.00	0.03	0.09	0.16
TENNESSEE	0.02	0.00	0.05	0.07	0.14
TEXAS	0.05	.	0.21	0.15	0.38
UTAH	0.05	0.02	0.03	0.28	0.07
VERMONT	0.15	0.00	0.49	0.10	0.10
VIRGINIA	0.00	0.00	0.14	0.25	0.39
WASHINGTON	0.16	0.00	0.05	0.02	0.07
WEST VIRGINIA	0.00	0.00	0.00	0.08	0.08
WISCONSIN	0.01	0.00	0.03	0.01	0.05
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.51	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.04	0.00	0.00
U.S. AND OUTLYING AREAS	0.05	0.00	0.07	0.12	0.19
50 STATES, D.C. & P.R.	0.05	0.00	0.07	0.12	0.19

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspensioh/Expulsion, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.02	0.00	0.27	0.69	0.71
ALASKA	0.88	0.00	0.00	0.63	0.88
ARIZONA	0.04	0.01	0.16	0.33	0.22
ARKANSAS	0.17	0.00	0.59	1.78	2.50
CALIFORNIA	0.36	0.01	0.19	0.23	0.79
COLORADO	0.18	0.06	0.36	0.27	0.72
CONNECTICUT	.	.	0.10	1.07	1.17
DELAWARE	0.64	0.00	0.15	11.43	1.57
DISTRICT OF COLUMBIA	0.20	0.07	0.34	0.07	0.27
FLORIDA	0.05	0.00	0.02	1.44	1.48
GEORGIA	0.10	0.04	0.15	0.54	0.52
HAWAII	0.14	0.00	0.17	0.00	0.31
IDAHO	0.09	0.00	0.09	0.09	0.19
ILLINOIS	0.05	0.03	0.10	0.52	0.68
INDIANA	0.17	0.03	0.64	0.49	0.78
IOWA	0.04	0.02	0.06	0.11	0.23
KANSAS	0.04	0.00	0.00	0.59	0.59
KENTUCKY	0.24	0.00	0.07	0.25	0.55
LOUISIANA	0.19	0.02	0.25	0.94	1.33
MAINE	0.46	0.46	0.46	0.46	1.83
MARYLAND	0.18	0.18	0.94	0.45	1.42
MASSACHUSETTS	0.04	0.12	0.04	0.12	0.21
MICHIGAN	0.00	.	0.44	1.03	1.37
MINNESOTA	.	0.00	0.01	0.02	0.03
MISSISSIPPI	0.18	0.00	0.21	1.15	1.52
MISSOURI	0.06	0.00	0.41	0.74	1.05
MONTANA	0.00	0.00	1.51	0.17	0.00
NEBRASKA	0.05	0.00	0.18	0.15	0.20
NEVADA	0.06	0.00	0.12	0.18	0.35
NEW HAMPSHIRE	0.10	0.00	0.00	0.30	0.39
NEW JERSEY	0.23	0.08	0.00	0.00	0.31
NEW MEXICO	0.25	0.00	0.15	0.10	0.50
NEW YORK	0.10	0.06	0.20	0.37	0.69
NORTH CAROLINA	0.49	0.03	0.37	1.92	0.90
NORTH DAKOTA	0.16	0.00	0.08	0.25	0.49
OHIO	0.81	0.00	0.30	1.48	2.50
OKLAHOMA	0.17	0.00	0.52	0.97	1.09
OREGON	0.19	0.05	0.02	0.12	0.37
PENNSYLVANIA	0.11	0.13	0.04	0.68	0.26
PUERTO RICO	0.00	0.00	0.01	0.00	0.01
RHODE ISLAND	0.00	.	0.00	0.53	0.53
SOUTH CAROLINA	0.25	0.09	1.07	0.96	0.16
SOUTH DAKOTA	0.21	0.00	0.07	0.63	0.91
TENNESSEE	0.08	0.01	0.60	0.28	0.97
TEXAS	0.12	0.00	0.50	0.44	0.97
UTAH	0.18	0.06	0.09	0.79	0.30
VERMONT	0.07	0.00	0.07	0.00	0.00
VIRGINIA	0.03	0.00	0.32	0.90	1.23
WASHINGTON	0.56	0.04	0.31	0.24	0.77
WEST VIRGINIA	0.03	0.00	0.03	1.18	1.24
WISCONSIN	0.02	0.00	0.13	0.25	0.40
WYOMING	0.15	0.00	0.00	0.00	0.15
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	1.02	0.00	0.00	1.02	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.84	0.00	0.00	0.63	1.47
BUR. OF INDIAN AFFAIRS	0.19	0.19	0.37	0.19	0.19
U.S. AND OUTLYING AREAS	0.20	0.03	0.27	0.77	0.93
50 STATES, D.C. & P.R.	0.20	0.03	0.27	0.77	0.93

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Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.11	0.00	0.17	1.35	1.44
ALASKA	1.49	0.25	0.37	1.87	1.74
ARIZONA	0.51	0.24	0.91	1.23	0.96
ARKANSAS	1.11	0.00	0.22	6.01	7.35
CALIFORNIA	2.06	0.05	0.23	1.52	3.85
COLORADO	0.65	0.37	1.10	1.38	2.94
CONNECTICUT	0.03	.	0.26	6.82	7.10
DELAWARE	2.67	0.00	0.47	32.86	5.19
DISTRICT OF COLUMBIA	0.93	0.19	1.39	0.56	1.11
FLORIDA	0.12	0.00	0.07	4.78	4.82
GEORGIA	0.28	0.16	0.73	1.46	1.87
HAWAII	1.24	0.00	0.70	0.00	1.94
IDAHO	0.40	0.00	0.53	0.53	1.20
ILLINOIS	0.42	0.04	0.18	1.52	2.03
INDIANA	0.79	0.13	2.15	2.52	3.54
IOWA	0.20	0.02	0.12	1.42	1.58
KANSAS	0.07	0.21	0.19	1.87	2.13
KENTUCKY	0.64	0.00	0.16	2.18	2.93
LOUISIANA	1.26	0.04	0.55	4.14	5.55
MAINE	1.54	0.92	0.36	2.10	4.92
MARYLAND	0.65	0.15	2.43	2.10	4.18
MASSACHUSETTS	1.47	2.26	0.44	3.13	3.52
MICHIGAN	0.01	.	1.47	3.56	4.78
MINNESOTA	.	0.00	0.11	0.39	0.42
MISSISSIPPI	0.87	0.00	0.52	2.43	3.65
MISSOURI	0.67	0.00	1.54	5.01	6.27
MONTANA	0.20	0.00	9.69	1.70	1.40
NEBRASKA	0.25	0.04	0.71	0.85	1.17
NEVADA	2.50	0.00	1.10	1.83	5.18
NEW HAMPSHIRE	0.04	0.00	0.13	0.88	1.05
NEW JERSEY	1.81	0.08	0.16	0.01	2.04
NEW MEXICO	1.35	0.00	0.95	1.20	3.41
NEW YORK	0.30	0.07	0.36	1.77	2.28
NORTH CAROLINA	2.40	0.12	1.64	6.51	3.88
NORTH DAKOTA	0.21	0.31	0.10	0.72	1.03
OHIO	2.05	0.01	0.66	3.54	6.04
OKLAHOMA	0.86	0.03	1.43	3.55	4.80
OREGON	0.76	0.22	0.47	1.05	2.51
PENNSYLVANIA	0.67	0.29	0.40	4.12	1.24
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	1.92	1.92
SOUTH CAROLINA	0.88	0.33	2.23	3.69	0.45
SOUTH DAKOTA	0.16	0.00	0.65	3.72	4.53
TENNESSEE	0.37	0.00	1.58	1.21	2.80
TEXAS	1.14	0.06	3.53	3.04	6.74
UTAH	1.12	0.84	0.84	4.16	2.43
VERMONT	1.55	0.00	0.53	1.65	0.87
VIRGINIA	0.03	0.00	0.89	4.31	5.09
WASHINGTON	2.91	0.46	2.38	2.81	4.77
WEST VIRGINIA	0.42	0.00	0.18	6.60	7.11
WISCONSIN	0.32	0.14	1.94	1.80	4.20
WYOMING	0.75	0.21	0.11	0.97	2.04
AMERICAN SAMOA	0.00	0.00	60.00	0.00	60.00
GUAM	0.00	0.00	0.00	8.33	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	1.82	0.00	0.00	1.82	3.64
BUR. OF INDIAN AFFAIRS	0.32	0.00	1.29	5.00	2.90
U.S. AND OUTLYING AREAS	0.76	0.17	0.94	2.67	3.47
50 STATES, D.C. & P.R.	0.76	0.17	0.94	2.66	3.47

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Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.07	0.00	0.00
ALASKA	0.80	0.00	0.00	0.60	0.80
ARIZONA	0.18	0.00	0.12	0.00	0.06
ARKANSAS	0.10	0.00	0.00	0.29	0.29
CALIFORNIA	0.08	0.00	0.04	0.02	0.13
COLORADO	0.07	0.00	0.07	0.03	0.17
CONNECTICUT	.	.	0.10	0.75	0.85
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	0.35	0.17	0.35	0.35	0.70
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.51	0.17	0.00	1.65	1.99
KENTUCKY	0.14	0.00	0.14	0.18	0.41
LOUISIANA	0.00	0.00	0.00	0.00	0.00
MAINE	0.78	0.00	0.39	0.39	1.55
MARYLAND	0.08	0.07	0.35	0.23	0.54
MASSACHUSETTS	0.26	0.11	0.26	0.80	0.58
MICHIGAN	.	.	0.07	0.07	0.14
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.41	0.41
MISSOURI	0.12	0.00	0.48	2.66	3.26
MONTANA	0.00	0.00	1.93	0.00	0.18
NEBRASKA	0.00	0.26	0.00	0.00	0.00
NEVADA	0.00	0.16	0.00	0.00	0.16
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.42	0.03	0.07	0.00	0.49
NEW MEXICO	0.18	0.00	0.09	0.09	0.36
NEW YORK	0.08	0.03	0.05	0.27	0.39
NORTH CAROLINA	0.06	0.00	0.00	0.23	0.00
NORTH DAKOTA	.	.	.	.	.
OHIO	0.12	0.00	0.02	0.07	0.20
OKLAHOMA	0.00	0.00	0.12	0.12	0.12
OREGON	.	.	.	.	.
PENNSYLVANIA	0.00	0.00	0.00	0.05	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	2.49	0.00	0.00	2.07	1.66
SOUTH DAKOTA	0.17	0.00	0.17	0.51	0.85
TENNESSEE	0.00	0.06	0.00	0.00	0.06
TEXAS	0.36	.	1.87	0.85	2.61
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.17	0.39	0.56
WASHINGTON	0.43	0.04	0.53	0.32	0.71
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.21	0.00	0.42	0.21	0.84
U.S. AND OUTLYING AREAS	0.19	0.03	0.18	0.25	0.52
50 STATES, D.C. & P.R.	0.20	0.03	0.18	0.25	0.52

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Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

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Table AE2
Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.10	0.10
ALASKA	0.79	0.00	0.00	0.79	0.79
ARIZONA	0.14	0.00	0.20	0.20	0.14
ARKANSAS	0.17	0.00	0.00	0.17	0.33
CALIFORNIA	0.31	0.05	0.12	0.08	0.57
COLORADO	0.00	0.00	0.00	0.25	0.25
CONNECTICUT	.	.	0.13	1.47	1.60
DELAWARE	0.43	0.00	0.00	0.00	0.43
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.07	0.00	0.00	0.40	0.47
GEORGIA	0.21	0.00	0.14	0.07	0.34
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.31	0.00	0.06	0.28	0.65
INDIANA	0.00	0.00	0.18	0.42	0.42
IOWA	0.00	0.00	0.17	0.17	0.17
KANSAS	0.00	0.00	0.00	0.00	.
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.07	0.00	0.00	0.30	0.30
MAINE	2.45	0.00	0.00	2.45	4.90
MARYLAND	0.00	0.00	0.08	0.00	0.08
MASSACHUSETTS	0.00	0.14	0.00	0.07	0.21
MICHIGAN	.	.	0.20	0.37	0.50
MINNESOTA	.	0.00	0.00	0.00	0.00
MISSISSIPPI	0.34	0.00	0.34	0.34	1.02
MISSOURI	0.17	0.00	0.09	0.43	0.69
MONTANA	0.00	0.00	1.48	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.17	0.17
NEVADA	0.52	0.00	0.26	1.04	1.83
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.20	0.00	0.00	0.00	0.14
NEW MEXICO	2.56	0.00	0.20	0.00	2.76
NEW YORK	0.00	0.02	0.02	0.16	0.19
NORTH CAROLINA	0.35	0.00	0.40	0.45	0.40
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.44	0.00	0.16	0.52	1.04
OKLAHOMA	0.26	0.00	0.26	0.00	0.26
OREGON	0.20	0.00	0.00	0.00	0.20
PENNSYLVANIA	0.04	0.04	0.00	0.31	0.04
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	0.09	0.00	0.38	0.38	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.39	0.00	0.54	0.39	1.24
TEXAS	0.12	.	0.39	0.22	0.66
UTAH	0.00	0.00	0.00	0.16	0.00
VERMONT	0.00	0.00	0.47	0.47	0.00
VIRGINIA	0.00	0.00	0.15	0.15	0.23
WASHINGTON	0.50	0.06	0.87	0.31	1.31
WEST VIRGINIA	0.00	0.00	0.00	0.27	0.27
WISCONSIN	0.00	0.00	0.14	0.14	0.29
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.19	0.02	0.15	0.23	0.47
50 STATES, D.C. & P.R.	0.19	0.02	0.15	0.23	0.47

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Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.16	0.16
ALASKA	0.00	0.00	0.00	1.37	1.37
ARIZONA	0.09	0.00	0.00	0.09	0.09
ARKANSAS	0.00	0.00	0.00	0.97	0.97
CALIFORNIA	0.11	0.00	0.02	0.04	0.17
COLORADO	0.45	0.22	0.39	0.88	1.49
CONNECTICUT	.	.	.	0.36	0.36
DELAWARE	0.93	0.00	0.00	19.42	2.21
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.23	0.23
GEORGIA	0.21	0.00	0.00	0.11	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.07	0.07
INDIANA	0.00	0.00	0.08	0.00	0.08
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.07	0.00	0.07
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.11	0.11	0.00
MICHIGAN	.	.	0.32	0.93	1.24
MINNESOTA	.	0.00	0.07	0.00	0.07
MISSISSIPPI	0.32	0.00	0.51	1.03	1.86
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.23	0.00	0.23	0.00	0.23
NEVADA	0.37	0.00	0.00	0.00	0.37
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.37	0.37
NEW YORK	0.00	0.00	0.00	0.11	0.11
NORTH CAROLINA	0.00	0.00	0.19	0.67	0.19
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.17	0.04	0.00	0.08	0.30
OKLAHOMA	0.00	0.00	0.00	0.64	0.64
OREGON	0.13	0.00	0.00	0.00	0.13
PENNSYLVANIA	0.08	0.00	0.08	0.15	0.15
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	0.13	0.00	0.13	0.00	0.13
SOUTH DAKOTA	0.00	0.00	0.00	1.09	1.09
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	0.21	.	0.62	0.23	0.97
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.12	0.12
WASHINGTON	0.11	0.00	0.11	0.23	0.11
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.07	0.07
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.79	0.79
U.S. AND OUTLYING AREAS	0.12	0.02	0.15	0.55	0.54
50 STATES, D.C. & P.R.	0.12	0.02	0.15	0.55	0.54

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Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

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OTHER HEALTH IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.06	0.00	1.17	0.39	0.39
ALASKA	1.27	0.14	0.42	1.41	1.83
ARIZONA	0.13	0.19	0.39	0.84	0.52
ARKANSAS	0.26	0.00	0.34	1.48	2.04
CALIFORNIA	0.91	0.01	0.13	0.50	1.55
COLORADO	.	.	.	.	.
CONNECTICUT	0.03	.	0.09	2.39	2.51
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.02	0.00	0.02	1.28	1.28
GEORGIA	0.20	0.04	0.44	0.73	1.20
HAWAII	0.00	0.00	0.10	0.00	0.10
IDAHO	0.09	0.00	0.09	0.09	0.18
ILLINOIS	0.08	0.00	0.07	0.22	0.35
INDIANA	0.11	0.04	0.51	0.80	1.05
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.07	0.14	0.14	0.80	0.97
KENTUCKY	0.27	0.00	0.16	0.54	0.90
LOUISIANA	0.40	0.00	0.50	0.98	1.71
MAINE	0.15	0.05	0.10	0.10	0.39
MARYLAND	0.43	0.02	1.52	1.19	2.60
MASSACHUSETTS	0.08	0.00	0.25	0.16	0.49
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0.00	0.00	0.01	0.01
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.25	0.00	0.67	1.35	1.94
MONTANA	0.00	0.00	1.87	0.20	0.00
NEBRASKA	0.29	0.05	0.29	0.33	0.57
NEVADA	0.98	0.00	0.24	0.33	1.55
NEW HAMPSHIRE	0.00	0.00	0.09	0.36	0.45
NEW JERSEY	0.61	0.03	0.05	0.00	0.66
NEW MEXICO	0.54	0.00	0.22	0.54	1.19
NEW YORK	0.20	0.02	0.22	0.76	1.12
NORTH CAROLINA	0.90	0.01	0.52	1.46	1.33
NORTH DAKOTA	0.00	0.00	0.00	0.57	0.57
OHIO	0.64	0.00	0.14	0.79	1.49
OKLAHOMA	0.18	0.00	0.77	1.13	2.01
OREGON	0.60	0.02	0.23	0.49	1.35
PENNSYLVANIA	0.13	0.00	0.00	0.85	0.72
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	1.29	1.29
SOUTH CAROLINA	0.72	0.03	0.86	0.31	0.24
SOUTH DAKOTA	0.00	0.00	0.00	2.04	2.04
TENNESSEE	0.13	0.03	0.37	0.50	0.99
TEXAS	0.48	0.02	1.56	1.10	2.76
UTAH	0.10	0.00	0.50	0.50	0.20
VERMONT	0.27	0.27	0.00	0.27	0.00
VIRGINIA	0.04	0.00	0.66	1.92	2.53
WASHINGTON	1.17	0.05	0.90	0.78	1.39
WEST VIRGINIA	0.10	0.00	0.00	1.64	1.69
WISCONSIN	0.04	0.02	0.38	0.42	0.86
WYOMING	0.00	0.00	0.12	0.24	0.37
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	1.42	0.47	0.47
U.S. AND OUTLYING AREAS	0.40	0.02	0.55	0.87	1.47
50 STATES, D.C. & P.R.	0.40	0.02	0.55	0.87	1.47

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.49	0.49
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.20	0.00	0.59	0.20	0.39
ARKANSAS	0.00	0.00	0.00	0.46	0.46
CALIFORNIA	0.38	0.03	0.05	0.03	0.48
COLORADO	0.00	0.00	0.00	0.34	0.34
CONNECTICUT	.	.	.	0.87	0.87
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.28	0.28
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	1.41	0.00	0.00	0.00	1.41
IDAHO	0.00	0.00	0.89	0.00	0.89
ILLINOIS	0.00	0.10	0.20	0.00	0.30
INDIANA	0.13	0.00	0.13	0.13	0.13
IOWA	0.00	0.00	0.00	0.76	0.76
KANSAS	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.24	0.24	0.47
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.39	0.00	0.19	0.39	0.58
MASSACHUSETTS	0.32	0.00	0.00	0.00	0.32
MICHIGAN	.	.	0.23	0.35	0.46
MINNESOTA	.	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	1.44	0.00	0.00	0.00	1.44
NEW MEXICO	0.51	0.00	2.05	0.00	2.56
NEW YORK	0.00	0.00	0.00	0.10	0.10
NORTH CAROLINA	0.16	0.00	0.00	0.96	0.48
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.10	0.00	0.00	0.19	0.29
OKLAHOMA	0.28	0.00	0.00	0.00	0.28
OREGON	0.31	0.00	0.00	0.00	0.31
PENNSYLVANIA	0.08	0.00	0.00	2.79	0.08
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	1.54	1.54
SOUTH CAROLINA	0.00	0.00	0.00	0.28	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.13	0.13
TEXAS	0.29	.	0.46	0.21	0.88
UTAH	0.00	0.40	0.40	0.81	0.81
VERMONT	2.00	0.00	0.00	2.00	0.00
VIRGINIA	0.00	0.00	0.41	2.45	2.66
WASHINGTON	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.49	0.00	0.49
WISCONSIN	0.00	0.00	0.00	0.25	0.25
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	15.38	15.38
U.S. AND OUTLYING AREAS	0.16	0.01	0.12	0.34	0.42
50 STATES, D.C. & P.R.	0.16	0.01	0.12	0.33	0.41

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

AUTISM

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.15	0.15	0.15
ALASKA	0.61	0.00	0.00	1.21	1.82
ARIZONA	0.22	0.00	0.00	0.00	0.11
ARKANSAS	0.00	0.00	0.00	0.36	0.36
CALIFORNIA	0.12	0.00	0.02	0.10	0.24
COLORADO	0.00	0.29	0.29	0.29	0.29
CONNECTICUT	.	.	.	0.19	0.19
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.06	0.06
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.03	0.00	0.00	0.07	0.10
INDIANA	0.05	0.00	0.05	0.14	0.14
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.17	0.00	0.00	0.17
MICHIGAN	.	.	0.12	0.09	0.17
MINNESOTA	.	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	0.00	0.29	0.29
MONTANA	0.00	0.00	0.79	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.37	0.00	0.00	0.00	0.37
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	0.52	0.00	0.00	0.00	0.52
NEW YORK	0.00	0.00	0.00	0.06	0.06
NORTH CAROLINA	0.25	0.04	0.00	0.13	0.21
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.06	0.00	0.00	0.06	0.13
OKLAHOMA	0.00	0.00	0.00	0.00	0.00
OREGON	0.05	0.00	0.05	0.05	0.14
PENNSYLVANIA	0.00	0.00	0.00	0.04	0.04
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.12	0.00	0.12
TEXAS	.	.	.	0.08	0.08
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.12	0.00	0.12
WASHINGTON	0.00	0.00	0.22	0.00	0.15
WEST VIRGINIA	0.00	0.00	0.00	0.76	0.76
WISCONSIN	0.00	0.00	0.00	0.07	0.07
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.05	0.01	0.03	0.07	0.12
50 STATES, D.C. & P.R.	0.05	0.01	0.03	0.07	0.12

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.16	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	.	.	.	4.76	4.76
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	5.88	0.00	5.88
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	2.08	4.17	0.00
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	35.71	35.71
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	5.56	0.00	0.00	0.00	5.56
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	2.50	0.00	0.00	2.50
NORTH CAROLINA	0.00	0.00	0.00	4.76	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	.	.	.	1.30	1.30
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00
WASHINGTON	3.85	0.00	0.00	0.00	3.85
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.20	0.07	0.13	0.72	0.78
50 STATES, D.C. & P.R.	0.20	0.07	0.13	0.72	0.78

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

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Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.47	0.47
ALASKA	0.00	0.00	0.00	2.33	2.33
ARIZONA	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.68	0.68
CALIFORNIA	1.14	0.00	0.18	0.18	1.49
COLORADO	0.00	0.45	0.90	2.25	3.15
CONNECTICUT	.	.	.	3.09	3.09
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.54	0.00	0.00	2.16	2.70
GEORGIA	0.00	0.00	0.00	0.30	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.66	0.00	0.66
ILLINOIS	0.30	0.15	0.00	0.00	0.45
INDIANA	0.00	0.00	0.92	0.23	0.92
IOWA	0.68	0.00	0.00	0.00	0.68
KANSAS	0.65	0.65	0.00	1.31	1.96
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	1.06	1.06
MAINE	0.00	4.81	0.00	4.81	9.62
MARYLAND	0.00	0.00	0.59	0.29	0.88
MASSACHUSETTS	0.33	0.00	0.33	0.33	0.33
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0.00	0.00	0.63	0.63
MISSISSIPPI	0.92	0.00	0.92	0.92	2.75
MISSOURI	0.33	0.00	0.00	0.66	0.99
MONTANA	0.00	0.00	3.08	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	25.00	0.00	1.79	0.00	25.00
NEW MEXICO	0.00	0.00	0.49	0.00	0.49
NEW YORK	0.16	0.08	0.16	0.55	0.95
NORTH CAROLINA	0.00	0.24	0.24	0.47	0.47
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.98	0.00	0.00	0.49	1.47
OKLAHOMA	0.41	0.00	0.81	0.81	2.03
OREGON	0.00	0.00	0.34	0.00	0.34
PENNSYLVANIA	0.14	0.00	0.00	0.21	0.07
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.39	0.00	0.39
TEXAS	0.58	.	1.27	0.70	2.43
UTAH	0.33	0.66	0.33	1.32	1.32
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.36	1.08	1.44
WASHINGTON	1.63	0.00	0.00	0.33	0.98
WEST VIRGINIA	0.00	0.00	0.00	4.27	4.27
WISCONSIN	0.00	0.00	0.00	0.63	0.63
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	4.76	4.76
U.S. AND OUTLYING AREAS	0.42	0.09	0.27	0.57	1.15
50 STATES, D.C. & P.R.	0.42	0.09	0.27	0.56	1.15

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.18	0.18
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	.	.	.	.	.
CALIFORNIA	.	.	.	.	.
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	.	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	.	.	.	.	.
KANSAS	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.07	0.00	0.00	0.28	0.35
MAINE	.	.	.	.	.
MARYLAND	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	.	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	.	.	.	.	.
MONTANA	.	.	.	.	.
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	.	.	.	.	.
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.09	0.20	0.28
WASHINGTON	0.41	0.10	0.21	0.31	0.41
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.14	0.03	0.07	0.28	0.37
50 STATES, D.C. & P.R.	0.14	0.03	0.07	0.28	0.37

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE3

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	2	2
ALASKA	25	5	18	34	57
ARIZONA	52	2	40	95	31
ARKANSAS	0	0	0	2	2
CALIFORNIA	79	8	16	53	156
COLORADO	4	0	2	8	9
CONNECTICUT	.	.	.	6	6
DELAWARE	0	0	0	8	1
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	0	10	10
GEORGIA	6	0	3	1	5
HAWAII	1	0	0	0	1
IDAHO	4	0	5	1	6
ILLINOIS	1	0	0	0	1
INDIANA	1	0	0	0	1
IOWA	0	0	0	1	1
KANSAS	1	0	0	7	8
KENTUCKY	0	0	0	0	0
LOUISIANA	3	0	1	2	5
MAINE	0	0	0	0	0
MARYLAND	3	0	4	3	5
MASSACHUSETTS	4	6	9	6	9
MICHIGAN	.	.	19	20	36
MINNESOTA	.	0	2	5	7
MISSISSIPPI	0	0	0	0	0
MISSOURI	2	0	1	6	8
MONTANA	0	0	175	20	21
NEBRASKA	0	0	11	8	8
NEVADA	6	0	1	2	9
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0	0	0	0	0
NEW MEXICO	23	0	9	17	47
NEW YORK	1	3	3	29	36
NORTH CAROLINA	23	2	47	71	32
NORTH DAKOTA	3	1	5	8	15
OHIO	2	0	0	2	4
OKLAHOMA	17	2	44	73	117
OREGON	12	4	4	8	28
PENNSYLVANIA	2	0	0	2	2
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	2	2
SOUTH CAROLINA	0	0	1	0	0
SOUTH DAKOTA	7	0	11	45	63
TENNESSEE	0	0	0	0	0
TEXAS	3	.	19	2	23
UTAH	4	3	1	14	8
VERMONT	1	0	0	0	0
VIRGINIA	0	0	2	2	4
WASHINGTON	62	1	39	48	65
WEST VIRGINIA	0	0	0	1	1
WISCONSIN	5	1	27	18	51
WYOMING	1	1	1	0	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	32	1	48	129	210
U.S. AND OUTLYING AREAS	390	40	568	771	1,114
50 STATES, D.C. & P.R.	358	39	520	642	904

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.
Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.
Data for the 1999-2000 school year, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE3

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	0	0
ALASKA	3	0	0	7	4
ARIZONA	1	0	1	7	3
ARKANSAS	1	0	0	0	1
CALIFORNIA	115	4	73	75	267
COLORADO	8	4	7	18	31
CONNECTICUT	.	.	.	8	8
DELAWARE	1	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	3	0	0	17	20
GEORGIA	1	1	1	5	8
HAWAII	69	0	58	0	127
IDAHO	0	0	0	0	0
ILLINOIS	1	1	1	0	3
INDIANA	1	0	1	0	1
IOWA	0	0	0	2	2
KANSAS	1	1	0	1	2
KENTUCKY	1	0	0	0	1
LOUISIANA	1	0	0	0	1
MAINE	0	0	0	0	0
MARYLAND	1	0	3	2	5
MASSACHUSETTS	2	9	0	12	14
MICHIGAN	.	.	7	3	9
MINNESOTA	.	0	1	1	2
MISSISSIPPI	0	0	0	0	0
MISSOURI	1	0	1	2	4
MONTANA	0	0	6	0	1
NEBRASKA	0	0	0	0	0
NEVADA	6	0	0	0	6
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	12	1	1	0	12
NEW MEXICO	1	0	0	1	2
NEW YORK	1	0	0	13	14
NORTH CAROLINA	19	0	31	48	17
NORTH DAKOTA	0	0	0	0	0
OHIO	5	0	0	3	7
OKLAHOMA	0	0	2	2	4
OREGON	5	2	3	2	12
PENNSYLVANIA	0	0	1	3	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	.	0	1	1
SOUTH CAROLINA	0	0	1	1	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	3	3	6
TEXAS	2	.	27	13	39
UTAH	4	5	4	26	11
VERMONT	0	0	0	0	0
VIRGINIA	0	0	4	9	13
WASHINGTON	26	1	14	19	35
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	1	0	3	7	11
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	3
GUAM	22	0	0	63	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	315	29	257	374	708
50 STATES, D.C. & P.R.	293	29	254	311	705

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE3

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

	BLACK				
STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	13	0	98	292	307
ALASKA	15	0	0	12	17
ARIZONA	12	3	27	30	27
ARKANSAS	26	0	92	377	492
CALIFORNIA	742	48	402	808	2,000
COLORADO	35	27	72	63	150
CONNECTICUT	3	.	28	414	445
DELAWARE	55	0	16	1,660	219
DISTRICT OF COLUMBIA	31	8	49	12	39
FLORIDA	70	0	39	2,937	2,964
GEORGIA	96	35	169	605	514
HAWAII	2	0	2	0	4
IDAHO	0	0	0	0	0
ILLINOIS	71	15	81	643	769
INDIANA	57	4	302	167	407
IOWA	5	0	1	48	50
KANSAS	12	12	5	126	135
KENTUCKY	8	0	5	143	154
LOUISIANA	164	10	191	697	967
MAINE	5	5	0	10	20
MARYLAND	87	51	924	461	1,278
MASSACHUSETTS	74	109	57	196	174
MICHIGAN	3	.	311	646	897
MINNESOTA	.	0	9	64	71
MISSISSIPPI	99	0	92	383	553
MISSOURI	56	0	263	659	916
MONTANA	0	0	3	1	0
NEBRASKA	3	0	14	5	20
NEVADA	22	0	67	68	151
NEW HAMPSHIRE	0	0	0	2	2
NEW JERSEY	276	25	23	2	317
NEW MEXICO	5	0	2	1	8
NEW YORK	156	64	272	919	1,320
NORTH CAROLINA	630	18	408	1,416	1,028
NORTH DAKOTA	1	0	0	0	1
OHIO	362	0	204	879	1,399
OKLAHOMA	30	0	82	167	223
OREGON	31	0	1	20	52
PENNSYLVANIA	96	65	79	1,267	223
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	1	.	1	10	12
SOUTH CAROLINA	108	52	666	630	38
SOUTH DAKOTA	0	0	0	3	3
TENNESSEE	33	6	286	126	442
TEXAS	332	20	2,025	1,498	3,386
UTAH	4	9	10	57	21
VERMONT	0	0	0	0	0
VIRGINIA	6	0	266	929	1,166
WASHINGTON	91	8	74	87	157
WEST VIRGINIA	2	0	2	56	59
WISCONSIN	9	4	50	114	177
WYOMING	0	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	5	0	0	7	12
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,944	599	7,770	19,717	23,787
50 STATES, D.C. & P.R.	3,939	599	7,770	19,710	23,775

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE3

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

HISPANIC

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0	0	0	2	2
ALASKA	4	0	0	6	5
ARIZONA	65	32	111	171	121
ARKANSAS	7	0	1	7	14
CALIFORNIA	1,947	59	627	815	3,448
COLORADO	88	35	90	104	253
CONNECTICUT	2	.	17	346	365
DELAWARE	3	0	0	186	22
DISTRICT OF COLUMBIA	1	0	2	2	1
FLORIDA	34	0	3	782	813
GEORGIA	2	0	17	25	32
HAWAII	3	0	3	0	6
IDAHO	7	0	7	8	15
ILLINOIS	12	1	8	62	82
INDIANA	8	0	31	23	31
IOWA	1	0	0	4	4
KANSAS	1	0	1	20	21
KENTUCKY	0	0	0	2	2
LOUISIANA	0	0	0	2	2
MAINE	10	5	5	10	30
MARYLAND	3	0	9	26	24
MASSACHUSETTS	92	247	54	273	372
MICHIGAN	.	.	42	82	123
MINNESOTA	.	0	1	2	3
MISSISSIPPI	0	0	1	3	1
MISSOURI	4	0	5	18	23
MONTANA	1	0	9	0	1
NEBRASKA	8	1	18	13	18
NEVADA	42	0	23	24	86
NEW HAMPSHIRE	0	0	0	1	1
NEW JERSEY	164	14	14	0	183
NEW MEXICO	110	0	51	82	241
NEW YORK	53	10	46	341	419
NORTH CAROLINA	14	0	7	39	23
NORTH DAKOTA	0	0	0	0	0
OHIO	20	0	4	35	59
OKLAHOMA	11	0	24	39	63
OREGON	15	7	15	17	54
PENNSYLVANIA	9	4	36	134	50
PUERTO RICO	1	0	3	2	6
RHODE ISLAND	0	.	0	11	11
SOUTH CAROLINA	0	0	3	3	1
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	3	0	1	5	7
TEXAS	1,139	22	3,266	1,702	5,354
UTAH	28	26	39	172	91
VERMONT	1	0	0	1	1
VIRGINIA	0	0	9	60	69
WASHINGTON	83	3	81	65	88
WEST VIRGINIA	0	0	0	1	1
WISCONSIN	1	0	13	24	38
WYOMING	3	0	1	2	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	3	0	0	1	4
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	4,003	466	4,698	5,755	12,684
50 STATES, D.C. & P.R.	4,000	466	4,698	5,754	12,680

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

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Table AE3

Number of Children With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

	WHITE				
STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	35	1	108	215	246
ALASKA	96	6	16	83	102
ARIZONA	101	33	131	151	154
ARKANSAS	63	0	54	280	376
CALIFORNIA	2,070	108	250	907	3,335
COLORADO	84	26	119	154	338
CONNECTICUT	11	1	22	728	762
DELAWARE	49	0	4	624	96
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	128	0	34	1,289	1,374
GEORGIA	87	19	176	290	415
HAWAII	17	0	15	0	32
IDAHO	27	1	37	27	70
ILLINOIS	211	18	86	463	727
INDIANA	284	52	637	747	976
IOWA	53	15	35	182	258
KANSAS	35	39	25	151	199
KENTUCKY	145	0	53	153	337
LOUISIANA	90	3	65	191	344
MAINE	165	74	72	167	478
MARYLAND	168	25	296	302	560
MASSACHUSETTS	287	204	175	889	710
MICHIGAN	1	1	580	1,302	1,820
MINNESOTA	.	0	30	28	37
MISSISSIPPI	52	0	43	53	133
MISSOURI	180	0	373	878	1,179
MONTANA	2	0	254	35	14
NEBRASKA	38	4	90	70	107
NEVADA	70	1	53	101	212
NEW HAMPSHIRE	6	0	13	69	87
NEW JERSEY	452	21	49	1	503
NEW MEXICO	75	0	38	43	147
NEW YORK	226	70	237	899	1,297
NORTH CAROLINA	365	11	226	919	433
NORTH DAKOTA	7	4	2	6	14
OHIO	1,197	0	226	1,444	2,772
OKLAHOMA	120	1	189	350	557
OREGON	165	43	131	164	502
PENNSYLVANIA	320	134	160	1,122	512
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	4	.	5	235	244
SOUTH CAROLINA	107	15	297	212	90
SOUTH DAKOTA	11	0	11	83	105
TENNESSEE	78	4	154	222	436
TEXAS	874	50	2,637	1,380	4,466
UTAH	132	31	95	215	233
VERMONT	53	2	27	44	28
VIRGINIA	22	0	258	813	1,065
WASHINGTON	690	51	503	436	898
WEST VIRGINIA	20	0	19	580	610
WISCONSIN	63	24	461	411	959
WYOMING	11	2	5	18	2
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	9,547	1,094	9,576	20,127	31,351
50 STATES, D.C. & P.R.	9,547	1,094	9,576	20,126	31,351

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Racial/Ethnic Group (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.39	0.39
ALASKA	0.46	0.09	0.33	0.62	1.05
ARIZONA	0.67	0.03	0.51	1.22	0.40
ARKANSAS	0.00	0.00	0.00	0.63	0.63
CALIFORNIA	1.40	0.14	0.28	0.94	2.76
COLORADO	0.41	0.00	0.21	0.82	0.92
CONNECTICUT	.	.	.	2.05	2.05
DELAWARE	0.00	0.00	0.00	22.22	2.78
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	1.06	1.06
GEORGIA	3.31	0.00	1.66	0.55	2.76
HAWAII	0.94	0.00	0.00	0.00	0.94
IDAHO	0.67	0.00	0.84	0.17	1.00
ILLINOIS	0.35	0.00	0.00	0.00	0.35
INDIANA	0.42	0.00	0.00	0.00	0.42
IOWA	0.00	0.00	0.00	0.23	0.23
KANSAS	0.15	0.00	0.00	1.05	1.20
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.53	0.00	0.18	0.35	0.88
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.74	0.00	0.99	0.74	1.24
MASSACHUSETTS	1.22	1.83	2.74	1.83	2.74
MICHIGAN	.	.	1.02	1.07	1.93
MINNESOTA	.	0.00	0.06	0.14	0.20
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.70	0.00	0.35	2.09	2.79
MONTANA	0.00	0.00	6.15	0.70	0.74
NEBRASKA	0.00	0.00	1.19	0.86	0.86
NEVADA	0.64	0.00	0.11	0.21	0.96
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	0.38	0.00	0.15	0.28	0.78
NEW YORK	0.07	0.20	0.20	1.95	2.42
NORTH CAROLINA	0.75	0.06	1.52	2.30	1.04
NORTH DAKOTA	0.24	0.08	0.40	0.63	1.19
OHIO	0.64	0.00	0.00	0.64	1.28
OKLAHOMA	0.14	0.02	0.37	0.61	0.98
OREGON	0.74	0.25	0.25	0.50	1.74
PENNSYLVANIA	0.39	0.00	0.00	0.39	0.39
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	1.27	1.27
SOUTH CAROLINA	0.00	0.00	0.55	0.00	0.00
SOUTH DAKOTA	0.27	0.00	0.42	1.72	2.41
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	0.21	.	1.32	0.14	1.60
UTAH	0.28	0.21	0.07	1.00	0.57
VERMONT	1.39	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.61	0.61	1.21
WASHINGTON	1.40	0.02	0.88	1.08	1.47
WEST VIRGINIA	0.00	0.00	0.00	2.08	2.08
WISCONSIN	0.23	0.05	1.26	0.84	2.38
WYOMING	0.20	0.20	0.20	0.00	0.20
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.26	0.01	0.38	1.03	1.68
U.S. AND OUTLYING AREAS	0.47	0.05	0.64	0.87	1.25
50 STATES, D.C. & P.R.	0.50	0.05	0.68	0.84	1.18

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Racial/Ethnic Group (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.00	0.00
ALASKA	0.58	0.00	0.00	1.35	0.77
ARIZONA	0.13	0.00	0.13	0.90	0.38
ARKANSAS	0.50	0.00	0.00	0.00	0.50
CALIFORNIA	0.34	0.01	0.22	0.22	0.80
COLORADO	0.77	0.39	0.67	1.73	2.99
CONNECTICUT	.	.	.	1.08	1.08
DELAWARE	1.03	0.00	0.00	0.00	1.03
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.11	0.00	0.00	0.64	0.75
GEORGIA	0.08	0.08	0.08	0.40	0.65
HAWAII	0.40	0.00	0.34	0.00	0.74
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.03	0.03	0.03	0.00	0.09
INDIANA	0.22	0.00	0.22	0.00	0.22
IOWA	0.00	0.00	0.00	0.35	0.35
KANSAS	0.23	0.23	0.00	0.23	0.46
KENTUCKY	0.42	0.00	0.00	0.00	0.42
LOUISIANA	0.26	0.00	0.00	0.00	0.26
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.05	0.00	0.15	0.10	0.26
MASSACHUSETTS	0.09	0.42	0.00	0.56	0.65
MICHIGAN	.	.	0.15	0.07	0.20
MINNESOTA	.	0.00	0.03	0.03	0.07
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.19	0.00	0.19	0.37	0.74
MONTANA	0.00	0.00	5.41	0.00	0.90
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.65	0.00	0.00	0.00	0.65
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.25	0.02	0.02	0.00	0.25
NEW MEXICO	0.31	0.00	0.00	0.31	0.62
NEW YORK	0.01	0.00	0.00	0.17	0.18
NORTH CAROLINA	1.76	0.00	2.88	4.46	1.58
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.45	0.00	0.00	0.27	0.63
OKLAHOMA	0.00	0.00	0.51	0.51	1.03
OREGON	0.43	0.17	0.26	0.17	1.04
PENNSYLVANIA	0.00	0.00	0.06	0.18	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	.	0.00	0.33	0.33
SOUTH CAROLINA	0.00	0.00	0.38	0.38	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.66	0.66	1.31
TEXAS	0.05	.	0.61	0.29	0.88
UTAH	0.46	0.58	0.46	3.01	1.27
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.15	0.33	0.47
WASHINGTON	0.61	0.02	0.33	0.45	0.83
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.05	0.00	0.15	0.34	0.53
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.43	0.00	0.43
GUAM	1.03	0.00	0.00	2.94	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.29	0.03	0.22	0.33	0.62
50 STATES, D.C. & P.R.	0.28	0.03	0.23	0.28	0.63

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Racial/Ethnic Group (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

	BLACK				
STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.03	0.00	0.24	0.71	0.74
ALASKA	1.47	0.00	0.00	1.18	1.67
ARIZONA	0.23	0.06	0.53	0.59	0.53
ARKANSAS	0.16	0.00	0.56	2.29	2.99
CALIFORNIA	0.92	0.06	0.50	1.00	2.48
COLORADO	0.62	0.48	1.27	1.11	2.65
CONNECTICUT	0.03	.	0.24	3.55	3.82
DELAWARE	0.86	0.00	0.25	25.90	3.42
DISTRICT OF COLUMBIA	0.38	0.10	0.60	0.15	0.48
FLORIDA	0.07	0.00	0.04	2.82	2.85
GEORGIA	0.15	0.05	0.26	0.95	0.81
HAWAII	0.34	0.00	0.34	0.00	0.68
IDAHO	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.11	0.02	0.12	0.97	1.16
INDIANA	0.31	0.02	1.63	0.90	2.19
IOWA	0.12	0.00	0.02	1.17	1.22
KANSAS	0.19	0.19	0.08	1.99	2.13
KENTUCKY	0.07	0.00	0.04	1.20	1.29
LOUISIANA	0.33	0.02	0.38	1.39	1.93
MAINE	1.52	1.52	0.00	3.04	6.08
MARYLAND	0.20	0.12	2.10	1.05	2.91
MASSACHUSETTS	0.45	0.66	0.35	1.19	1.05
MICHIGAN	0.01	.	0.77	1.60	2.22
MINNESOTA	.	0.00	0.10	0.70	0.77
MISSISSIPPI	0.30	0.00	0.28	1.15	1.66
MISSOURI	0.21	0.00	1.00	2.52	3.50
MONTANA	0.00	0.00	0.92	0.31	0.00
NEBRASKA	0.09	0.00	0.42	0.15	0.60
NEVADA	0.43	0.00	1.31	1.33	2.95
NEW HAMPSHIRE	0.00	0.00	0.00	0.89	0.89
NEW JERSEY	0.63	0.06	0.05	0.00	0.73
NEW MEXICO	0.31	0.00	0.13	0.06	0.50
NEW YORK	0.20	0.08	0.35	1.17	1.69
NORTH CAROLINA	1.00	0.03	0.65	2.25	1.63
NORTH DAKOTA	0.63	0.00	0.00	0.00	0.63
OHIO	1.01	0.00	0.57	2.45	3.90
OKLAHOMA	0.26	0.00	0.70	1.43	1.91
OREGON	1.33	0.00	0.04	0.86	2.23
PENNSYLVANIA	0.25	0.17	0.21	3.34	0.59
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.05	.	0.05	0.50	0.60
SOUTH CAROLINA	0.21	0.10	1.32	1.25	0.08
SOUTH DAKOTA	0.00	0.00	0.00	1.28	1.28
TENNESSEE	0.11	0.02	0.93	0.41	1.43
TEXAS	0.39	0.02	2.36	1.74	3.94
UTAH	0.51	1.14	1.27	7.23	2.66
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.01	0.00	0.57	1.98	2.48
WASHINGTON	1.15	0.10	0.94	1.10	1.99
WEST VIRGINIA	0.08	0.00	0.08	2.36	2.48
WISCONSIN	0.06	0.03	0.32	0.72	1.12
WYOMING	0.00	0.53	0.00	0.00	0.53
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.40	0.00	0.00	0.56	0.96
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.33	0.05	0.65	1.64	1.98
50 STATES, D.C. & P.R.	0.33	0.05	0.65	1.64	1.98

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Racial/Ethnic Group (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

HISPANIC

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.00	0.00	0.00	0.35	0.35
ALASKA	0.80	0.00	0.00	1.20	1.00
ARIZONA	0.22	0.11	0.38	0.58	0.41
ARKANSAS	0.64	0.00	0.09	0.64	1.29
CALIFORNIA	0.76	0.02	0.24	0.32	1.35
COLORADO	0.55	0.22	0.56	0.65	1.57
CONNECTICUT	0.02	.	0.16	3.26	3.43
DELAWARE	0.35	0.00	0.00	21.68	2.56
DISTRICT OF COLUMBIA	0.32	0.00	0.63	0.63	0.32
FLORIDA	0.07	0.00	0.01	1.53	1.59
GEORGIA	0.05	0.00	0.41	0.61	0.77
HAWAII	0.39	0.00	0.39	0.00	0.79
IDAHO	0.21	0.00	0.21	0.24	0.46
ILLINOIS	0.04	0.00	0.03	0.21	0.28
INDIANA	0.28	0.00	1.07	0.80	1.07
IOWA	0.05	0.00	0.00	0.21	0.21
KANSAS	0.03	0.00	0.03	0.51	0.53
KENTUCKY	0.00	0.00	0.00	0.43	0.43
LOUISIANA	0.00	0.00	0.00	0.24	0.24
MAINE	4.35	2.17	2.17	4.35	13.04
MARYLAND	0.07	0.00	0.22	0.63	0.58
MASSACHUSETTS	0.55	1.48	0.32	1.64	2.23
MICHIGAN	.	.	0.73	1.42	2.13
MINNESOTA	.	0.00	0.03	0.06	0.09
MISSISSIPPI	0.00	0.00	0.53	1.60	0.53
MISSOURI	0.26	0.00	0.33	1.18	1.51
MONTANA	0.66	0.00	5.96	0.00	0.66
NEBRASKA	0.34	0.04	0.76	0.55	0.76
NEVADA	0.62	0.00	0.34	0.36	1.28
NEW HAMPSHIRE	0.00	0.00	0.00	0.25	0.25
NEW JERSEY	0.56	0.05	0.05	0.00	0.62
NEW MEXICO	0.41	0.00	0.19	0.31	0.90
NEW YORK	0.07	0.01	0.06	0.47	0.58
NORTH CAROLINA	0.38	0.00	0.19	1.05	0.62
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.66	0.00	0.13	1.15	1.94
OKLAHOMA	0.33	0.00	0.72	1.17	1.89
OREGON	0.25	0.12	0.25	0.29	0.91
PENNSYLVANIA	0.08	0.04	0.33	1.23	0.46
PUERTO RICO	0.00	0.00	0.01	0.00	0.01
RHODE ISLAND	0.00	.	0.00	0.35	0.35
SOUTH CAROLINA	0.00	0.00	0.33	0.33	0.11
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.30	0.00	0.10	0.50	0.70
TEXAS	0.65	0.01	1.86	0.97	3.04
UTAH	0.61	0.56	0.84	3.72	1.97
VERMONT	1.67	0.00	0.00	1.67	1.67
VIRGINIA	0.00	0.00	0.13	0.87	1.00
WASHINGTON	0.74	0.03	0.72	0.58	0.78
WEST VIRGINIA	0.00	0.00	0.00	0.67	0.67
WISCONSIN	0.02	0.00	0.30	0.55	0.87
WYOMING	0.31	0.00	0.10	0.21	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.92	0.00	0.00	0.31	1.22
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.46	0.05	0.53	0.65	1.44
50 STATES, D.C. & P.R.	0.46	0.05	0.53	0.65	1.44

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Racial/Ethnic Group (Based on Child Count) With Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion by Race/Ethnicity, During the 1999-2000 School Year

	WHITE				
STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICIAL	SUSPENSION > 10 DAYS	SHORT TERM SUSPENSION	UNDUPLICATED COUNTS
ALABAMA	0.06	0.00	0.19	0.38	0.43
ALASKA	0.96	0.06	0.16	0.83	1.02
ARIZONA	0.20	0.07	0.26	0.30	0.31
ARKANSAS	0.15	0.00	0.13	0.65	0.88
CALIFORNIA	0.78	0.04	0.09	0.34	1.26
COLORADO	0.16	0.05	0.22	0.29	0.64
CONNECTICUT	0.02	0.00	0.04	1.42	1.48
DELAWARE	0.55	0.00	0.05	7.02	1.08
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.07	0.00	0.02	0.66	0.70
GEORGIA	0.09	0.02	0.19	0.31	0.44
HAWAII	0.40	0.00	0.35	0.00	0.74
IDAHO	0.11	0.00	0.15	0.11	0.28
ILLINOIS	0.11	0.01	0.05	0.25	0.39
INDIANA	0.22	0.04	0.49	0.58	0.75
IOWA	0.08	0.02	0.05	0.28	0.40
KANSAS	0.07	0.08	0.05	0.31	0.41
KENTUCKY	0.18	0.00	0.07	0.19	0.43
LOUISIANA	0.20	0.01	0.15	0.43	0.77
MAINE	0.48	0.22	0.21	0.49	1.39
MARYLAND	0.27	0.04	0.48	0.49	0.91
MASSACHUSETTS	0.22	0.16	0.14	0.69	0.55
MICHIGAN	0.00	0.00	0.36	0.81	1.13
MINNESOTA	.	0.00	0.03	0.03	0.04
MISSISSIPPI	0.18	0.00	0.15	0.19	0.47
MISSOURI	0.17	0.00	0.35	0.82	1.11
MONTANA	0.01	0.00	1.63	0.22	0.09
NEBRASKA	0.11	0.01	0.25	0.20	0.30
NEVADA	0.32	0.00	0.24	0.46	0.96
NEW HAMPSHIRE	0.02	0.00	0.05	0.25	0.31
NEW JERSEY	0.33	0.02	0.04	0.00	0.37
NEW MEXICO	0.42	0.00	0.22	0.24	0.83
NEW YORK	0.22	0.07	0.23	0.87	1.26
NORTH CAROLINA	0.36	0.01	0.22	0.90	0.42
NORTH DAKOTA	0.06	0.03	0.02	0.05	0.12
OHIO	0.61	0.00	0.12	0.74	1.42
OKLAHOMA	0.22	0.00	0.34	0.63	1.00
OREGON	0.26	0.07	0.21	0.26	0.80
PENNSYLVANIA	0.18	0.07	0.09	0.62	0.28
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.02	.	0.02	0.97	1.00
SOUTH CAROLINA	0.21	0.03	0.58	0.41	0.18
SOUTH DAKOTA	0.08	0.00	0.08	0.63	0.80
TENNESSEE	0.08	0.00	0.16	0.24	0.46
TEXAS	0.39	0.02	1.17	0.61	1.97
UTAH	0.28	0.07	0.20	0.45	0.49
VERMONT	0.39	0.01	0.20	0.32	0.20
VIRGINIA	0.02	0.00	0.26	0.80	1.05
WASHINGTON	0.78	0.06	0.57	0.49	1.01
WEST VIRGINIA	0.04	0.00	0.04	1.22	1.28
WISCONSIN	0.07	0.02	0.48	0.42	0.99
WYOMING	0.09	0.02	0.04	0.16	0.02
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	2.38	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.26	0.03	0.25	0.53	0.82
50 STATES, D.C. & P.R.	0.26	0.03	0.25	0.53	0.82

Given concerns about the validity of the data on the number of acts committed, these data are not reported here.

Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.

Data for the 1999-2000 school year, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF1

2000 Census Population and Estimated Resident Population for 1990 and 1999 for Children Ages 3-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1990	1999	2000	2000 LESS 1990	2000 LESS 1999	2000 LESS 1990	2000 LESS 1999
ALABAMA	1,158,816	1,152,559	1,208,830	50,014	56,271	4.32	4.88
ALASKA	170,394	211,223	196,154	25,760	-15,069	15.12	-7.13
ARIZONA	1,033,944	1,378,185	1,436,446	402,502	58,261	38.93	4.23
ARKANSAS	666,589	704,519	728,506	61,917	23,987	9.29	3.40
CALIFORNIA	8,205,389	9,392,212	9,736,890	1,531,501	344,678	18.66	3.67
COLORADO	909,463	1,130,418	1,168,058	258,595	37,640	28.43	3.33
CONNECTICUT	806,626	851,871	874,095	67,469	22,224	8.36	2.61
DELAWARE	178,712	193,528	209,981	31,269	16,453	17.50	8.50
DISTRICT OF COLUMBIA	140,916	104,480	137,868	-3,048	33,388	-2.16	31.96
FLORIDA	3,049,132	3,730,926	3,869,071	819,939	138,145	26.89	3.70
GEORGIA	1,857,488	2,163,825	2,299,430	441,942	135,605	23.79	6.27
HAWAII	296,433	313,124	314,811	18,378	1,687	6.20	0.54
IDAHO	321,886	383,701	394,579	72,693	10,878	22.58	2.84
ILLINOIS	3,137,327	3,343,007	3,431,891	294,564	88,884	9.39	2.66
INDIANA	1,584,934	1,629,585	1,695,113	110,179	65,528	6.95	4.02
IOWA	777,348	785,847	805,864	28,516	20,017	3.67	2.55
KANSAS	701,080	754,187	766,534	65,454	12,347	9.34	1.64
KENTUCKY	1,044,017	1,052,637	1,072,533	28,516	19,896	2.73	1.89
LOUISIANA	1,306,359	1,295,120	1,315,790	9,431	20,670	0.72	1.60
MAINE	332,227	317,909	324,167	-8,060	6,258	-2.43	1.97
MARYLAND	1,225,617	1,365,966	1,412,934	187,317	46,968	15.28	3.44
MASSACHUSETTS	1,508,968	1,536,942	1,607,165	98,197	70,223	6.51	4.57
MICHIGAN	2,630,345	2,735,625	2,759,796	129,451	24,171	4.92	0.88
MINNESOTA	1,222,789	1,359,759	1,375,096	152,307	15,337	12.46	1.13
MISSISSIPPI	814,272	814,687	842,288	28,016	27,601	3.44	3.39
MISSOURI	1,402,355	1,499,294	1,530,294	127,939	31,000	9.12	2.07
MONTANA	230,172	248,240	249,940	19,768	1,700	8.59	0.68
NEBRASKA	450,875	479,668	485,147	34,272	5,479	7.60	1.14
NEVADA	306,093	497,296	525,139	219,046	27,843	71.56	5.60
NEW HAMPSHIRE	297,749	320,617	331,179	33,430	10,562	11.23	3.29
NEW JERSEY	1,911,439	2,080,620	2,142,026	230,587	61,406	12.06	2.95
NEW MEXICO	462,317	525,445	537,864	75,547	12,419	16.34	2.36
NEW YORK	4,620,750	4,675,062	4,988,484	367,734	313,422	7.96	6.70
NORTH CAROLINA	1,792,791	2,036,436	2,107,484	314,693	71,048	17.55	3.49
NORTH DAKOTA	187,987	179,044	182,540	-5,447	3,496	-2.90	1.95
OHIO	3,005,265	3,046,281	3,078,210	72,945	31,929	2.43	1.05
OKLAHOMA	897,858	947,331	964,405	66,547	17,074	7.41	1.80
OREGON	762,635	883,907	904,892	142,257	20,985	18.65	2.37
PENNSYLVANIA	3,051,593	3,054,267	3,169,639	118,046	115,372	3.87	3.78
PUERTO RICO	.	1,219,528	1,170,336	.	-49,192	.	-4.03
RHODE ISLAND	257,832	255,138	278,208	20,376	23,070	7.90	9.04
SOUTH CAROLINA	1,010,518	1,036,491	1,096,998	86,480	60,507	8.56	5.84
SOUTH DAKOTA	207,016	217,333	220,237	13,221	2,904	6.39	1.34
TENNESSEE	1,329,993	1,429,128	1,496,915	166,922	67,787	12.55	4.74
TEXAS	5,111,671	5,988,835	6,197,731	1,086,060	208,896	21.25	3.49
UTAH	644,191	758,889	771,268	127,077	12,379	19.73	1.63
VERMONT	158,027	153,350	163,998	5,971	10,648	3.78	6.94
VIRGINIA	1,650,521	1,791,285	1,859,944	209,423	68,659	12.69	3.83
WASHINGTON	1,325,287	1,589,522	1,609,123	283,836	19,601	21.42	1.23
WEST VIRGINIA	493,989	451,573	446,110	-47,879	-5,463	-9.69	-1.21
WISCONSIN	1,375,831	1,464,398	1,484,072	108,241	19,674	7.87	1.34
WYOMING	141,240	142,393	141,382	142	-1,011	0.10	-0.71
AMERICAN SAMOA	.	28,177	.	.	.	.	.
GUAM	.	55,789	.	.	.	.	.
NORTHERN MARIANAS	.	19,477	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	41,413	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	68,167,066	75,818,069	78,117,455	9,950,389	2,299,386	14.60	3.03
50 STATES AND D.C.	68,167,066	74,453,685	76,947,119	8,780,053	2,493,434	12.88	3.35

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau and the Population Estimates Program, Population Division.
Population estimates are July estimates from the Census Bureau. Population data for Puerto Rico and the outlying areas are projections from the Census Bureau, International Programs Center.
Data as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF2

2000 Census Population and Estimated Resident Population for 1990 and 1999 for Children Ages Birth Through 2

STATE	NUMBER 1990	NUMBER 1999	NUMBER 2000	CHANGE IN NUMBER 2000 LESS 1990	CHANGE IN NUMBER 2000 LESS 1999	PERCENTAGE CHANGE IN NUMBER 2000 LESS 1990	PERCENTAGE CHANGE IN NUMBER 2000 LESS 1999
ALABAMA	168,195	175,917	177,099	8,904	1,182	5.29	0.67
ALASKA	32,934	29,390	28,231	-4,703	-1,159	-14.28	-3.94
ARIZONA	175,101	231,514	229,836	54,735	-1,678	31.26	-0.72
ARKANSAS	97,770	106,670	108,555	10,785	1,885	11.03	1.77
CALIFORNIA	1,452,250	1,484,465	1,459,066	6,816	-25,399	0.47	-1.71
COLORADO	148,916	173,797	179,130	30,214	5,333	20.29	3.07
CONNECTICUT	138,129	129,028	130,813	-7,316	1,785	-5.30	1.38
DELAWARE	29,271	30,304	30,867	1,596	563	5.45	1.86
DISTRICT OF COLUMBIA	23,039	16,494	19,276	-3,763	2,782	-16.33	16.87
FLORIDA	509,129	570,314	561,839	52,710	-8,475	10.35	-1.49
GEORGIA	298,321	352,890	358,255	59,934	5,365	20.09	1.52
HAWAII	50,255	48,150	46,412	-3,843	-1,738	-7.65	-3.61
IDAHO	47,074	55,817	58,550	11,476	2,733	24.38	4.90
ILLINOIS	510,109	522,033	520,550	10,441	-1,483	2.05	-0.28
INDIANA	237,700	247,416	253,136	15,436	5,720	6.49	2.31
IOWA	114,059	108,902	112,488	-1,571	3,586	-1.38	3.29
KANSAS	111,245	110,965	113,456	2,211	2,491	1.99	2.24
KENTUCKY	148,737	155,526	159,519	10,782	3,993	7.25	2.57
LOUISIANA	196,587	190,503	191,286	-5,301	783	-2.70	0.41
MAINE	50,341	39,977	41,453	-8,888	1,476	-17.66	3.69
MARYLAND	216,136	207,292	209,218	-6,918	1,926	-3.20	0.93
MASSACHUSETTS	249,566	234,937	235,958	-13,608	1,021	-5.45	0.43
MICHIGAN	421,559	388,770	398,600	-22,959	9,830	-5.45	2.53
MINNESOTA	199,349	191,692	195,989	-3,360	4,297	-1.69	2.24
MISSISSIPPI	115,656	122,389	123,078	7,422	689	6.42	0.56
MISSOURI	218,606	217,262	221,068	2,462	3,806	1.13	1.75
MONTANA	34,442	31,407	32,532	-1,910	1,125	-5.55	3.58
NEBRASKA	70,620	68,549	70,106	-514	1,557	-0.73	2.27
NEVADA	55,666	85,745	86,767	31,101	1,022	55.87	1.19
NEW HAMPSHIRE	50,595	43,559	43,897	-6,698	338	-13.24	0.78
NEW JERSEY	323,192	322,104	333,135	9,943	11,031	3.08	3.42
NEW MEXICO	73,768	78,957	78,338	4,570	-619	6.20	-0.78
NEW YORK	757,554	721,406	732,065	-25,489	10,659	-3.36	1.48
NORTH CAROLINA	277,079	322,930	326,535	49,456	3,605	17.85	1.12
NORTH DAKOTA	28,111	23,200	23,357	-4,754	157	-16.91	0.68
OHIO	467,519	441,110	448,690	-18,829	7,580	-4.03	1.72
OKLAHOMA	133,252	142,171	143,177	9,925	1,006	7.45	0.71
OREGON	119,314	131,502	132,734	13,420	1,232	11.25	0.94
PENNSYLVANIA	474,392	420,686	428,274	-46,118	7,588	-9.72	1.80
PUERTO RICO	.	184,368	174,849	.	-9,519	.	-5.16
RHODE ISLAND	40,326	36,774	37,775	-2,551	1,001	-6.33	2.72
SOUTH CAROLINA	153,847	153,599	159,387	5,540	5,788	3.60	3.77
SOUTH DAKOTA	32,121	29,625	30,516	-1,605	891	-5.00	3.01
TENNESSEE	199,290	221,831	224,825	25,535	2,994	12.81	1.35
TEXAS	825,524	991,315	977,438	151,914	-13,877	18.40	-1.40
UTAH	101,444	129,188	129,200	27,756	12	27.36	0.01
VERMONT	24,443	18,937	19,807	-4,636	870	-18.97	4.59
VIRGINIA	267,259	270,622	276,614	9,355	5,992	3.50	2.21
WASHINGTON	217,865	233,265	235,475	17,610	2,210	8.08	0.95
WEST VIRGINIA	62,153	59,277	60,404	-1,749	1,127	-2.81	1.90
WISCONSIN	211,661	196,473	203,339	-8,322	6,866	-3.93	3.49
WYOMING	19,988	18,031	18,561	-1,427	530	-7.14	2.94
AMERICAN SAMOA	.	5,039	.	.	.	.	.
GUAM	.	12,430	.	.	.	.	.
NORTHERN MARIANAS	.	3,982	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	6,160	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10,981,459	11,546,656	11,591,525	610,066	44,869	5.56	0.39
50 STATES AND D.C.	10,981,459	11,334,677	11,416,676	435,217	81,999	3.96	0.72

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau and the Population Estimate Program, Population division.

Population estimates are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the outlying areas are projections from the U.S. Census Bureau, International Programs Center.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF3

2000 Census Population and Estimated Resident Population for 1990 and 1999 for Children Ages 3-5

STATE	NUMBER 1990	NUMBER 1999	NUMBER 2000	CHANGE IN NUMBER 2000 LESS 1990	CHANGE IN NUMBER 2000 LESS 1999	PERCENTAGE CHANGE IN NUMBER 2000 LESS 1990	PERCENTAGE CHANGE IN NUMBER 2000 LESS 1999
ALABAMA	173,410	173,675	179,577	6,167	5,902	3.56	3.40
ALASKA	32,803	30,857	29,389	-3,414	-1,468	-10.41	-4.76
ARIZONA	175,697	230,827	229,305	53,608	-1,522	30.51	-0.66
ARKANSAS	101,830	106,372	108,990	7,160	2,618	7.03	2.46
CALIFORNIA	1,409,905	1,544,584	1,559,320	149,415	14,736	10.60	0.95
COLORADO	155,332	171,449	178,072	22,740	6,623	14.64	3.86
CONNECTICUT	134,165	134,817	139,374	5,209	4,557	3.88	3.38
DELAWARE	29,146	29,907	31,255	2,109	1,348	7.24	4.51
DISTRICT OF COLUMBIA	21,135	16,826	20,050	-1,085	3,224	-5.13	19.16
FLORIDA	509,875	579,181	580,454	70,579	1,273	13.84	0.22
GEORGIA	295,545	341,427	355,835	60,290	14,408	20.40	4.22
HAWAII	49,230	49,330	48,034	-1,196	-1,296	-2.43	-2.63
IDAHO	50,392	55,455	58,392	8,000	2,937	15.88	5.30
ILLINOIS	508,335	539,038	538,964	30,629	-74	6.03	-0.01
INDIANA	242,585	250,449	255,709	13,124	5,260	5.41	2.10
IOWA	120,232	111,477	114,574	-5,658	3,097	-4.71	2.78
KANSAS	116,424	109,976	113,406	-3,018	3,430	-2.59	3.12
KENTUCKY	154,107	156,231	160,861	6,754	4,630	4.38	2.96
LOUISIANA	209,818	187,777	190,540	-19,278	2,763	-9.19	1.47
MAINE	53,460	41,417	44,462	-8,998	3,045	-16.83	7.35
MARYLAND	211,138	211,620	218,721	7,583	7,101	3.59	3.36
MASSACHUSETTS	242,530	238,510	244,464	1,934	5,954	0.80	2.50
MICHIGAN	421,997	403,353	415,905	-6,092	12,552	-1.44	3.11
MINNESOTA	207,734	196,003	201,592	-6,142	5,589	-2.96	2.85
MISSISSIPPI	121,552	121,230	123,044	1,492	1,814	1.23	1.50
MISSOURI	226,116	220,051	224,498	-1,618	4,447	-0.72	2.02
MONTANA	37,838	32,736	33,920	-3,918	1,184	-10.35	3.62
NEBRASKA	74,315	69,456	70,975	-3,340	1,519	-4.49	2.19
NEVADA	54,527	85,464	88,641	34,114	3,177	62.56	3.72
NEW HAMPSHIRE	50,509	46,152	48,481	-2,028	2,329	-4.02	5.05
NEW JERSEY	311,672	335,041	348,474	36,802	13,433	11.81	4.01
NEW MEXICO	78,530	79,312	79,101	571	-211	0.73	-0.27
NEW YORK	743,139	748,516	768,896	25,757	20,380	3.47	2.72
NORTH CAROLINA	272,197	318,584	321,344	49,147	2,760	18.06	0.87
NORTH DAKOTA	30,043	24,299	24,256	-5,787	-43	-19.26	-0.18
OHIO	478,026	452,059	462,382	-15,644	10,323	-3.27	2.28
OKLAHOMA	141,335	136,290	140,031	-1,304	3,741	-0.92	2.74
OREGON	124,216	131,980	135,349	11,133	3,369	8.96	2.55
PENNSYLVANIA	482,329	443,973	455,756	-26,573	11,783	-5.51	2.65
PUERTO RICO	.	191,834	181,874	.	-9,960	.	-5.19
RHODE ISLAND	39,703	38,420	39,873	170	1,453	0.43	3.78
SOUTH CAROLINA	154,032	150,984	159,156	5,124	8,172	3.33	5.41
SOUTH DAKOTA	34,082	30,315	30,836	-3,246	521	-9.52	1.72
TENNESSEE	201,173	218,838	226,695	25,522	7,857	12.69	3.59
TEXAS	848,312	971,821	970,859	122,547	-962	14.45	-0.10
UTAH	103,462	120,121	119,230	15,768	-891	15.24	-0.74
VERMONT	25,296	20,105	21,902	-3,394	1,797	-13.42	8.94
VIRGINIA	263,272	272,109	281,122	17,850	9,013	6.78	3.31
WASHINGTON	224,666	236,660	239,981	15,315	3,321	6.82	1.40
WEST VIRGINIA	67,285	63,034	62,515	-4,770	-519	-7.09	-0.82
WISCONSIN	225,274	205,296	210,998	-14,276	5,702	-6.34	2.78
WYOMING	22,791	18,643	18,665	-4,126	22	-18.10	0.12
AMERICAN SAMOA	.	5,375	.	.	.	.	.
GUAM	.	12,225	.	.	.	.	.
NORTHERN MARIANAS	.	3,731	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	6,817	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,062,517	11,722,029	11,906,099	843,582	184,070	7.63	1.57
50 STATES AND D.C.	11,062,517	11,502,047	11,724,225	661,708	222,178	5.98	1.93

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau and the Population Estimate Program, Population division.
Population estimates are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the outlying areas are projections from the U.S. Census Bureau, International Programs Center.
Data as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF4

2000 Census Population and Estimated Resident Population for 1990 and 1999 for Children Ages 6-17

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1990	1999	2000	2000 LESS 1990	2000 LESS 1999	2000 LESS 1990	2000 LESS 1999
ALABAMA	717,183	716,585	766,746	49,563	50,161	6.91	7.00
ALASKA	106,607	136,578	133,097	26,490	-3,481	24.85	-2.55
ARIZONA	630,321	872,223	907,806	277,485	35,583	44.02	4.08
ARKANSAS	421,531	447,182	462,824	41,293	15,642	9.80	3.50
CALIFORNIA	4,888,570	5,894,374	6,231,443	1,342,873	337,069	27.47	5.72
COLORADO	557,018	720,264	743,593	186,575	23,329	33.50	3.24
CONNECTICUT	477,287	564,415	571,501	94,214	7,086	19.74	1.26
DELAWARE	104,924	122,239	132,465	27,541	10,226	26.25	8.37
DISTRICT OF COLUMBIA	72,918	61,970	75,666	2,748	13,696	3.77	22.10
FLORIDA	1,847,233	2,420,383	2,504,047	656,814	83,664	35.56	3.46
GEORGIA	1,133,437	1,362,568	1,455,144	321,707	92,576	28.38	6.79
HAWAII	180,641	191,860	201,321	20,680	9,461	11.45	4.93
IDAHO	210,939	239,192	252,088	41,149	12,896	19.51	5.39
ILLINOIS	1,927,922	2,120,267	2,185,937	258,015	65,670	13.38	3.10
INDIANA	975,679	1,031,126	1,065,551	89,872	34,425	9.21	3.34
IOWA	484,589	499,306	506,576	21,987	7,270	4.54	1.46
KANSAS	433,945	477,696	486,131	52,186	8,435	12.03	1.77
KENTUCKY	651,250	653,771	674,438	23,188	20,667	3.56	3.16
LOUISIANA	820,864	811,721	837,973	17,109	26,252	2.08	3.23
MAINE	205,201	209,045	215,323	10,122	6,278	4.93	3.00
MARYLAND	734,967	890,520	928,233	193,266	37,713	26.30	4.23
MASSACHUSETTS	860,979	995,107	1,019,642	158,663	24,535	18.43	2.47
MICHIGAN	1,615,209	1,769,016	1,781,262	166,053	12,246	10.28	0.69
MINNESOTA	759,700	884,155	889,313	129,613	5,158	17.06	0.58
MISSISSIPPI	509,553	509,247	529,065	19,512	19,818	3.83	3.89
MISSOURI	870,104	962,179	982,126	112,022	19,947	12.87	2.07
MONTANA	149,829	159,676	163,610	13,781	3,934	9.20	2.46
NEBRASKA	284,077	305,795	309,161	25,084	3,366	8.83	1.10
NEVADA	186,755	320,267	336,391	149,636	16,124	80.12	5.03
NEW HAMPSHIRE	177,651	214,725	217,184	39,533	2,459	22.25	1.15
NEW JERSEY	1,164,598	1,346,059	1,405,949	241,351	59,890	20.72	4.45
NEW MEXICO	294,443	337,343	351,135	56,692	13,792	19.25	4.09
NEW YORK	2,758,856	2,971,002	3,189,146	430,290	218,144	15.60	7.34
NORTH CAROLINA	1,056,873	1,299,433	1,316,168	259,295	16,735	24.53	1.29
NORTH DAKOTA	117,231	112,593	113,236	-3,995	643	-3.41	0.57
OHIO	1,854,199	1,950,902	1,977,267	123,068	26,365	6.64	1.35
OKLAHOMA	562,420	603,601	609,152	46,732	5,551	8.31	0.92
OREGON	480,600	564,019	578,443	97,843	14,424	20.36	2.56
PENNSYLVANIA	1,838,089	1,987,861	2,038,191	200,102	50,330	10.89	2.53
PUERTO RICO	.	755,602	735,378	.	-20,224	.	-2.68
RHODE ISLAND	145,661	165,986	170,174	24,513	4,188	16.83	2.52
SOUTH CAROLINA	612,328	651,347	691,098	78,770	39,751	12.86	6.10
SOUTH DAKOTA	132,259	138,097	141,297	9,038	3,200	6.83	2.32
TENNESSEE	816,141	900,261	947,001	130,860	46,740	16.03	5.19
TEXAS	3,162,003	3,756,098	3,938,462	776,459	182,364	24.56	4.86
UTAH	422,538	458,057	470,268	47,730	12,211	11.30	2.67
VERMONT	93,344	100,304	105,814	12,470	5,510	13.36	5.49
VIRGINIA	974,207	1,122,079	1,180,526	206,319	58,447	21.18	5.21
WASHINGTON	818,856	1,016,415	1,038,387	219,531	21,972	26.81	2.16
WEST VIRGINIA	314,139	281,170	279,474	-34,665	-1,696	-11.03	-0.60
WISCONSIN	852,047	946,499	954,419	102,372	7,920	12.01	0.84
WYOMING	92,746	90,133	91,647	-1,099	1,514	-1.18	1.68
AMERICAN SAMOA	.	18,242	.	.	.	.	.
GUAM	.	35,067	.	.	.	.	.
NORTHERN MARIANAS	.	11,520	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	26,958	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41,560,461	48,210,100	49,888,289	8,327,828	1,678,189	20.04	3.48
50 STATES AND D.C.	41,560,461	47,362,711	49,152,911	7,592,450	1,790,200	18.27	3.78

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau and the Population Estimate Program, Population division.

Population estimates are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the outlying areas are projections from the U.S. Census Bureau, International Programs Center.

Data as of August 30 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF5

2000 Census Population and Estimated Resident Population for 1990 and 1999 for Children Ages 18-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1990	1999	2000	2000 LESS 1990	2000 LESS 1999	2000 LESS 1990	2000 LESS 1999
ALABAMA	268,223	262,299	262,507	-5,716	208	-2.13	0.08
ALASKA	30,984	43,788	33,668	2,684	-10,120	8.66	-23.11
ARIZONA	227,926	275,135	299,335	71,409	24,200	31.33	8.80
ARKANSAS	143,228	150,965	156,692	13,464	5,727	9.40	3.79
CALIFORNIA	1,906,914	1,953,254	1,946,127	39,213	-7,127	2.06	-0.36
COLORADO	197,113	238,705	246,393	49,280	7,688	25.00	3.22
CONNECTICUT	195,174	152,639	163,220	-31,954	10,581	-16.37	6.93
DELAWARE	44,642	41,382	46,261	1,619	4,879	3.63	11.79
DISTRICT OF COLUMBIA	46,863	25,684	42,152	-4,711	16,468	-10.05	64.12
FLORIDA	692,024	731,362	784,570	92,546	53,208	13.37	7.28
GEORGIA	428,506	459,830	488,451	59,945	28,621	13.99	6.22
HAWAII	66,562	71,934	65,456	-1,106	-6,478	-1.66	-9.01
IDAHO	60,555	89,054	84,099	23,544	-4,955	38.88	-5.56
ILLINOIS	701,070	683,702	706,990	5,920	23,288	0.84	3.41
INDIANA	366,670	348,010	373,853	7,183	25,843	1.96	7.43
IOWA	172,527	175,064	184,714	12,187	9,650	7.06	5.51
KANSAS	150,711	166,515	166,997	16,286	482	10.81	0.29
KENTUCKY	238,660	242,635	237,234	-1,426	-5,401	-0.60	-2.23
LOUISIANA	275,677	295,622	287,277	11,600	-8,345	4.21	-2.82
MAINE	73,566	67,447	64,382	-9,184	-3,065	-12.48	-4.54
MARYLAND	279,512	263,826	265,980	-13,532	2,154	-4.84	0.82
MASSACHUSETTS	405,459	303,325	343,059	-62,400	39,734	-15.39	13.10
MICHIGAN	593,139	563,256	562,629	-30,510	-627	-5.14	-0.11
MINNESOTA	255,355	279,601	284,191	28,836	4,590	11.29	1.64
MISSISSIPPI	183,167	184,210	190,179	7,012	5,969	3.83	3.24
MISSOURI	306,135	317,064	323,670	17,535	6,606	5.73	2.08
MONTANA	42,505	55,828	52,410	9,905	-3,418	23.30	-6.12
NEBRASKA	92,48[illegible]	104,417	105,011	12,528	594	13.55	0.57
NEVADA	64,811	91,565	100,107	35,296	8,542	54.46	9.33
NEW HAMPSHIRE	69,589	59,740	65,514	-4,075	5,774	-5.86	9.67
NEW JERSEY	435,169	399,520	387,603	-47,566	-11,917	-10.93	-2.98
NEW MEXICO	89,344	108,790	107,628	18,284	-1,162	20.46	-1.07
NEW YORK	1,118,755	955,544	1,030,442	-88,313	74,898	-7.89	7.84
NORTH CAROLINA	463,721	418,419	469,972	6,251	51,553	1.35	12.32
NORTH DAKOTA	40,713	42,152	45,048	4,335	2,896	10.65	6.87
OHIO	673,040	643,320	638,561	-34,479	-4,759	-5.12	-0.74
OKLAHOMA	194,103	207,440	215,222	21,119	7,782	10.88	3.75
OREGON	157,819	187,908	191,100	33,281	3,192	21.09	1.70
PENNSYLVANIA	731,175	622,433	675,692	-55,483	53,259	-7.59	8.56
PUERTO RICO	.	272,092	253,084	.	-19,008	.	-6.99
RHODE ISLAND	72,468	50,732	68,161	-4,307	17,429	-5.94	34.36
SOUTH CAROLINA	244,158	234,160	246,744	2,586	12,584	1.06	5.37
SOUTH DAKOTA	40,675	48,921	48,104	7,429	-817	18.26	-1.67
TENNESSEE	312,679	310,029	323,219	10,540	13,190	3.37	4.25
TEXAS	1,101,356	1,260,916	1,288,410	187,054	27,494	16.98	2.18
UTAH	118,191	180,711	181,770	63,579	1,059	53.79	0.59
VERMONT	39,387	32,941	36,282	-3,105	3,341	-7.88	10.14
VIRGINIA	413,042	397,097	398,296	-14,746	1,199	-3.57	0.30
WASHINGTON	281,765	336,447	330,755	48,990	-5,692	17.39	-1.69
WEST VIRGINIA	112,565	107,369	104,121	-8,444	-3,248	-7.50	-3.03
WISCONSIN	298,510	312,603	318,655	20,145	6,052	6.75	1.94
WYOMING	25,703	33,617	31,070	5,367	-2,547	20.88	-7.58
AMERICAN SAMOA	.	4,560	.	.	.	.	.
GUAM	.	8,497	.	.	.	.	.
NORTHERN MARIANAS	.	4,226	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	7,638	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	15,544,088	15,885,940	16,323,067	778,979	437,127	5.01	2.75
50 STATES AND D.C.	15,544,088	15,588,927	16,069,983	525,895	481,056	3.38	3.09

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau and the Population Estimate Program, Population division.
Population estimates are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the outlying areas are projections from the U.S. Census Bureau, International Programs Center.
Data as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF6

2000 Census Population (Number) for Children Ages Birth Through 2 by Race/Ethnicity, for the Reporting Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	745	1,398	55,567	5,552	113,837
ALASKA	5,781	1,317	1,281	1,973	17,879
ARIZONA	14,158	3,878	7,605	93,445	110,750
ARKANSAS	717	1,054	22,503	7,011	77,270
CALIFORNIA	7,205	141,912	101,420	701,068	507,462
COLORADO	1,157	4,442	7,690	50,202	115,640
CONNECTICUT	365	4,333	15,024	20,341	90,750
DELAWARE	57	763	7,390	2,828	19,830
DISTRICT OF COLUMBIA	45	389	13,245	2,322	3,276
FLORIDA	1,416	10,038	117,601	116,673	316,111
GEORGIA	650	7,841	119,667	31,161	198,936
HAWAII	88	26,138	1,749	6,682	11,755
IDAHO	825	488	360	8,292	48,586
ILLINOIS	730	17,940	94,306	107,544	300,029
INDIANA	505	2,855	27,381	16,592	205,803
IOWA	386	1,916	3,810	7,070	99,306
KANSAS	1,077	2,321	8,128	15,445	86,486
KENTUCKY	233	1,418	14,631	4,307	138,930
LOUISIANA	1,131	2,288	76,587	5,624	105,656
MAINE	275	455	371	624	39,728
MARYLAND	498	8,536	68,830	13,951	117,402
MASSACHUSETTS	455	10,870	15,263	27,361	182,010
MICHIGAN	2,486	9,639	70,573	24,454	291,449
MINNESOTA	3,007	8,572	10,990	12,056	161,364
MISSISSIPPI	596	812	54,670	2,448	64,552
MISSOURI	846	2,882	31,148	8,749	177,443
MONTANA	3,374	155	165	1,324	27,515
NEBRASKA	835	1,122	3,878	7,945	56,325
NEVADA	934	3,438	6,760	29,354	46,280
NEW HAMPSHIRE	74	804	434	1,420	41,166
NEW JERSEY	509	22,599	51,424	60,211	198,392
NEW MEXICO	9,074	823	1,498	42,784	24,159
NEW YORK	2,888	40,734	130,745	151,653	406,045
NORTH CAROLINA	4,861	5,716	81,586	29,803	204,569
NORTH DAKOTA	1,999	164	269	672	20,253
OHIO	797	6,123	66,416	15,700	359,653
OKLAHOMA	16,330	2,134	14,407	14,475	95,831
OREGON	1,823	4,880	2,732	22,879	100,420
PENNSYLVANIA	541	9,771	56,176	26,324	335,462
PUERTO RICO	22	119	131	173,341	1,235
RHODE ISLAND	253	1,088	2,199	6,361	27,875
SOUTH CAROLINA	571	1,576	55,403	6,103	95,734
SOUTH DAKOTA	4,374	241	329	976	24,595
TENNESSEE	427	2,748	47,250	9,040	165,360
TEXAS	2,539	25,532	116,932	435,403	397,032
UTAH	1,576	2,752	1,053	16,748	107,072
VERMONT	55	270	176	278	19,027
VIRGINIA	645	11,011	63,034	21,005	180,919
WASHINGTON	4,322	13,791	9,522	35,793	172,047
WEST VIRGINIA	100	377	2,321	711	56,895
WISCONSIN	2,269	5,213	18,309	15,329	162,219
WYOMING	623	102	159	2,168	15,510
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	107,249	437,778	1,681,098	2,421,575	6,943,830
50 STATES, D.C. & P.R.	107,249	437,778	1,681,098	2,421,575	6,943,830

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau. Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF6

2000 Census Population (Percentage) for Children Ages Birth Through 2 by Race/Ethnicity, for the School Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.42	0.79	31.38	3.13	64.28
ALASKA	20.48	4.67	4.54	6.99	63.33
ARIZONA	6.16	1.69	3.31	40.66	48.19
ARKANSAS	0.66	0.97	20.73	6.46	71.18
CALIFORNIA	0.49	9.73	6.95	48.05	34.78
COLORADO	0.65	2.48	4.29	28.03	64.56
CONNECTICUT	0.28	3.31	11.49	15.55	69.37
DELAWARE	0.18	2.47	23.94	9.16	64.24
DISTRICT OF COLUMBIA	0.23	2.02	68.71	12.05	16.99
FLORIDA	0.25	1.79	20.93	20.77	56.26
GEORGIA	0.18	2.19	33.40	8.70	55.53
HAWAII	0.19	56.32	3.77	14.40	25.33
IDAHO	1.41	0.83	0.61	14.16	82.98
ILLINOIS	0.14	3.45	18.12	20.66	57.64
INDIANA	0.20	1.13	10.82	6.55	81.30
IOWA	0.34	1.70	3.39	6.29	88.28
KANSAS	0.95	2.05	7.16	13.61	76.23
KENTUCKY	0.15	0.89	9.17	2.70	87.09
LOUISIANA	0.59	1.20	40.04	2.94	55.23
MAINE	0.66	1.10	0.89	1.51	95.84
MARYLAND	0.24	4.08	32.90	6.67	56.11
MASSACHUSETTS	0.19	4.61	6.47	11.60	77.14
MICHIGAN	0.62	2.42	17.71	6.13	73.12
MINNESOTA	1.53	4.37	5.61	6.15	82.33
MISSISSIPPI	0.48	0.66	44.42	1.99	52.45
MISSOURI	0.38	1.30	14.09	3.96	80.27
MONTANA	10.37	0.48	0.51	4.07	84.58
NEBRASKA	1.19	1.60	5.53	11.33	80.34
NEVADA	1.08	3.96	7.79	33.83	53.34
NEW HAMPSHIRE	0.17	1.83	0.99	3.23	93.78
NEW JERSEY	0.15	6.78	15.44	18.07	59.55
NEW MEXICO	11.58	1.05	1.91	54.61	30.84
NEW YORK	0.39	5.56	17.86	20.72	55.47
NORTH CAROLINA	1.49	1.75	24.99	9.13	62.65
NORTH DAKOTA	8.56	0.70	1.15	2.88	86.71
OHIO	0.18	1.36	14.80	3.50	80.16
OKLAHOMA	11.41	1.49	10.06	10.11	66.93
OREGON	1.37	3.68	2.06	17.24	75.66
PENNSYLVANIA	0.13	2.28	13.12	6.15	78.33
PUERTO RICO	0.01	0.07	0.07	99.14	0.71
RHODE ISLAND	0.67	2.88	5.82	16.84	73.79
SOUTH CAROLINA	0.36	0.99	34.76	3.83	60.06
SOUTH DAKOTA	14.33	0.79	1.08	3.20	80.60
TENNESSEE	0.19	1.22	21.02	4.02	73.55
TEXAS	0.26	2.61	11.96	44.55	40.62
UTAH	1.22	2.13	0.82	12.96	82.87
VERMONT	0.28	1.36	0.89	1.40	96.07
VIRGINIA	0.23	3.98	22.79	7.59	65.40
WASHINGTON	1.84	5.86	4.04	15.20	73.06
WEST VIRGINIA	0.17	0.62	3.84	1.18	94.19
WISCONSIN	1.12	2.56	9.00	7.54	79.78
WYOMING	3.36	0.55	0.86	11.68	83.56
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.93	3.78	14.50	20.89	59.90
50 STATES, D.C. & P.R.	0.93	3.78	14.50	20.89	59.90

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau. Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF7

2000 Census Population (Number) for Children Ages 3-5 by Race/Ethnicity, for the School Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	848	1,376	57,466	4,638	115,248
ALASKA	6,185	1,369	1,290	1,852	18,693
ARIZONA	14,185	4,105	7,912	89,273	113,830
ARKANSAS	720	942	22,884	6,111	78,334
CALIFORNIA	8,345	154,894	114,687	735,104	546,290
COLORADO	1,269	4,416	7,848	45,545	118,994
CONNECTICUT	359	4,138	15,649	19,810	99,418
DELAWARE	67	774	7,519	2,551	20,343
DISTRICT OF COLUMBIA	45	30	14,954	2,235	2,485
FLORIDA	1,649	10,653	122,278	115,314	330,559
GEORGIA	671	7,864	121,858	26,004	199,438
HAWAII	134	28,407	1,694	6,341	11,459
IDAHO	814	508	371	7,681	49,018
ILLINOIS	782	17,576	102,958	103,042	314,606
INDIANA	573	2,606	27,331	14,432	210,767
IOWA	400	1,802	3,745	6,331	102,296
KANSAS	1,091	2,279	8,161	13,699	88,176
KENTUCKY	266	1,384	14,940	3,537	140,733
LOUISIANA	1,135	2,423	77,358	5,104	104,520
MAINE	353	512	422	580	42,595
MARYLAND	556	8,699	71,283	13,187	124,996
MASSACHUSETTS	482	10,929	16,310	26,924	189,818
MICHIGAN	2,628	8,905	75,374	22,305	306,693
MINNESOTA	2,909	8,921	10,939	10,688	168,134
MISSISSIPPI	557	844	56,035	2,083	63,526
MISSOURI	877	2,881	32,383	7,600	180,757
MONTANA	3,278	223	152	1,201	29,067
NEBRASKA	791	1,090	4,002	7,246	57,847
NEVADA	1,031	3,793	7,170	28,210	48,437
NEW HAMPSHIRE	90	776	421	1,469	45,725
NEW JERSEY	554	22,956	55,199	58,774	210,991
NEW MEXICO	9,433	786	1,453	41,814	25,614
NEW YORK	3,038	41,950	140,833	155,888	427,187
NORTH CAROLINA	4,705	5,598	83,611	23,430	203,999
NORTH DAKOTA	1,996	190	231	591	21,248
OHIO	812	6,047	68,265	14,122	373,136
OKLAHOMA	15,851	2,053	14,195	12,437	95,495
OREGON	1,901	4,888	2,926	20,750	104,885
PENNSYLVANIA	530	9,647	59,926	25,361	360,292
PUERTO RICO	22	126	230	180,067	1,429
RHODE ISLAND	208	1,098	2,256	6,185	30,127
SOUTH CAROLINA	532	1,487	56,611	5,012	95,514
SOUTH DAKOTA	4,292	225	295	777	25,247
TENNESSEE	474	2,725	49,071	7,328	167,097
TEXAS	2,729	25,464	120,516	416,493	405,656
UTAH	1,673	2,533	1,049	14,700	99,275
VERMONT	68	306	155	306	21,068
VIRGINIA	696	10,824	64,941	19,051	185,610
WASHINGTON	4,329	14,311	9,699	32,883	178,759
WEST VIRGINIA	85	360	2,382	628	59,060
WISCONSIN	2,243	5,919	18,676	13,696	170,464
WYOMING	557	89	151	1,930	15,937
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	109,818	455,001	1,758,065	2,382,320	7,200,892
50 STATES, D.C. & P.R.	109,818	455,001	1,758,065	2,382,320	7,200,892

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF7

2000 Census Population (Percentage) for Children Ages 3-5 by Race/Ethnicity, for the School Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.47	0.77	32.00	2.58	64.18
ALASKA	21.05	4.66	4.39	6.30	63.61
ARIZONA	6.19	1.79	3.45	38.93	49.64
ARKANSAS	0.66	0.86	21.00	5.61	71.87
CALIFORNIA	0.54	9.93	7.35	47.14	35.03
COLORADO	0.71	2.48	4.41	25.58	66.82
CONNECTICUT	0.26	2.97	11.23	14.21	71.33
DELAWARE	0.21	2.48	24.06	8.16	65.09
DISTRICT OF COLUMBIA	0.22	1.65	74.59	11.15	12.39
FLORIDA	0.28	1.84	21.07	19.87	56.95
GEORGIA	0.19	2.21	34.25	7.31	56.05
HAWAII	0.28	59.14	3.53	13.20	23.86
IDAHO	1.39	0.87	0.64	13.15	83.95
ILLINOIS	0.15	3.26	19.10	19.12	58.37
INDIANA	0.22	1.02	10.69	5.64	82.42
IOWA	0.35	1.57	3.27	5.53	89.28
KANSAS	0.96	2.01	7.20	12.08	77.75
KENTUCKY	0.17	0.86	9.29	2.20	87.49
LOUISIANA	0.60	1.27	40.60	2.68	54.85
MAINE	0.79	1.15	0.95	1.30	95.80
MARYLAND	0.25	3.98	32.59	6.03	57.15
MASSACHUSETTS	0.20	4.47	6.67	11.01	77.65
MICHIGAN	0.63	2.14	18.12	5.36	73.74
MINNESOTA	1.44	4.43	5.43	5.30	83.40
MISSISSIPPI	0.45	0.69	45.54	1.69	51.63
MISSOURI	0.39	1.28	14.42	3.39	80.52
MONTANA	9.66	0.66	0.45	3.54	85.69
NEBRASKA	1.11	1.54	5.64	10.21	81.50
NEVADA	1.16	4.28	8.09	31.83	54.64
NEW HAMPSHIRE	0.19	1.60	0.87	3.03	94.32
NEW JERSEY	0.16	6.59	15.84	16.87	60.55
NEW MEXICO	11.93	0.99	1.84	52.86	32.38
NEW YORK	0.40	5.46	18.32	20.27	55.56
NORTH CAROLINA	1.46	1.74	26.02	7.29	63.48
NORTH DAKOTA	8.23	0.78	0.95	2.44	87.60
OHIO	0.18	1.31	14.76	3.05	80.70
OKLAHOMA	11.32	1.47	10.14	8.88	68.20
OREGON	1.40	3.61	2.16	15.33	77.49
PENNSYLVANIA	0.12	2.12	13.15	5.56	79.05
PUERTO RICO	0.01	0.07	0.13	99.01	0.79
RHODE ISLAND	0.52	2.75	5.66	15.51	75.56
SOUTH CAROLINA	0.33	0.93	35.57	3.15	60.01
SOUTH DAKOTA	13.92	0.73	0.96	2.52	81.88
TENNESSEE	0.21	1.20	21.65	3.23	73.71
TEXAS	0.28	2.62	12.41	42.90	41.78
UTAH	1.40	2.12	0.88	12.33	83.26
VERMONT	0.31	1.40	0.71	1.40	96.19
VIRGINIA	0.25	3.85	23.10	6.78	66.02
WASHINGTON	1.80	5.96	4.04	13.70	74.49
WEST VIRGINIA	0.14	0.58	3.81	1.00	94.47
WISCONSIN	1.06	2.81	8.85	6.49	80.79
WYOMING	2.98	0.48	0.81	10.34	85.39
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.92	3.82	14.77	20.01	60.48
50 STATES, D.C. & P.R.	0.92	3.82	14.77	20.01	60.48

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau. Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF8

2000 Census Population (Number) for Children Ages 6-21 by Race/Ethnicity, for the School Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	6,163	7,294	335,626	21,940	658,231
ALASKA	35,262	7,700	6,709	8,250	108,843
ARIZONA	83,093	20,812	43,530	412,878	646,829
ARKANSAS	4,630	5,186	129,279	26,975	453,446
CALIFORNIA	49,258	904,192	625,423	3,426,591	3,172,107
COLORADO	7,983	22,587	43,714	220,568	695,134
CONNECTICUT	1,900	18,902	85,410	99,981	528,528
DELAWARE	558	3,321	43,082	11,458	120,307
DISTRICT OF COLUMBIA	227	2,899	79,563	10,732	24,397
FLORIDA	10,361	60,739	701,174	635,700	1,880,643
GEORGIA	4,334	40,456	675,529	125,154	1,098,122
HAWAII	878	165,746	7,329	29,106	63,718
IDAHO	4,824	3,013	1,455	35,387	291,508
ILLINOIS	4,676	93,568	540,906	467,471	1,786,306
INDIANA	3,475	14,145	146,110	65,278	1,210,396
IOWA	2,595	10,144	19,709	26,727	632,115
KANSAS	6,740	11,819	46,112	60,841	527,616
KENTUCKY	1,917	6,672	82,797	16,975	803,312
LOUISIANA	7,420	14,473	445,953	28,138	629,267
MAINE	2,116	2,665	2,337	3,186	269,401
MARYLAND	3,232	47,105	392,503	62,217	689,156
MASSACHUSETTS	3,047	61,144	92,591	138,877	1,067,042
MICHIGAN	15,582	43,421	404,694	103,317	1,776,877
MINNESOTA	17,583	49,392	55,331	45,718	1,005,480
MISSISSIPPI	3,562	4,707	321,985	11,314	377,676
MISSOURI	6,125	14,211	186,704	36,580	1,062,176
MONTANA	19,107	1,413	864	6,303	188,333
NEBRASKA	4,694	5,573	21,335	29,870	352,700
NEVADA	5,778	20,185	37,213	117,489	255,832
NEW HAMPSHIRE	743	3,679	2,449	6,535	269,292
NEW JERSEY	2,741	105,650	296,382	299,219	1,089,560
NEW MEXICO	56,082	4,183	8,606	227,146	162,746
NEW YORK	14,819	229,514	773,289	787,881	2,414,085
NORTH CAROLINA	26,009	29,516	475,865	110.861	1,143,888
NORTH DAKOTA	11,272	884	1,351	2,727	142,050
OHIO	5,421	29,095	368,780	68,177	2,144,354
OKLAHOMA	89,111	12,105	82,448	59,876	580,834
OREGON	12,074	26,207	15,352	88,428	627,482
PENNSYLVANIA	3,716	55,935	338,622	128,938	2,186,672
PUERTO RICO	137	682	1,299	978,572	7,771
RHODE ISLAND	1,407	7,926	13,791	30,082	185,130
SOUTH CAROLINA	3,353	8,385	344,600	28,098	553,406
SOUTH DAKOTA	23,597	1,202	1,368	3,663	159,571
TENNESSEE	3,234	13,419	269,565	35,589	948,413
TEXAS	17,042	130,670	680,048	2,042,421	2,356,691
UTAH	9,685	14,608	5,077	64,451	558,216
VERMONT	635	1,501	1,052	1,907	137,000
VIRGINIA	4,519	57,857	379,261	91,211	1,045,974
WASHINGTON	26,844	85,276	54,059	145,681	1,057,282
WEST VIRGINIA	770	2,232	14,776	3,606	362,211
WISCONSIN	14,045	32,850	100,237	63,731	1,062,211
WYOMING	3,439	687	1,102	10,245	107,244
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	647,815	2,517,547	9,804,346	11,564,066	41,677,581
50 STATES, D.C. & P.R.	647,815	2,517,547	9,804,346	11,564,066	41,677,581

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF8

2000 Census Population (Percentage) for Children Ages 6-21 by Race/Ethnicity, for the School Year 2000-01

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.60	0.71	32.61	2.13	63.95
ALASKA	21.14	4.62	4.02	4.95	65.27
ARIZONA	6.88	1.72	3.61	34.20	53.58
ARKANSAS	0.75	0.84	20.87	4.35	73.19
CALIFORNIA	0.60	11.06	7.65	41.90	38.79
COLORADO	0.81	2.28	4.42	22.28	70.22
CONNECTICUT	0.26	2.57	11.62	13.61	71.94
DELAWARE	0.31	1.86	24.11	6.41	67.31
DISTRICT OF COLUMBIA	0.19	2.46	67.53	9.11	20.71
FLORIDA	0.32	1.85	21.32	19.33	57.19
GEORGIA	0.22	2.08	34.76	6.44	56.50
HAWAII	0.33	62.13	2.75	10.91	23.88
IDAHO	1.43	0.90	0.43	10.53	86.71
ILLINOIS	0.16	3.23	18.70	16.16	61.75
INDIANA	0.24	0.98	10.15	4.54	84.09
IOWA	0.38	1.47	2.85	3.87	91.44
KANSAS	1.03	1.81	7.06	9.32	80.78
KENTUCKY	0.21	0.73	9.08	1.86	88.11
LOUISIANA	0.66	1.29	39.63	2.50	55.92
MAINE	0.76	0.95	0.84	1.14	96.32
MARYLAND	0.27	3.94	32.87	5.21	57.71
MASSACHUSETTS	0.22	4.49	6.79	10.19	78.30
MICHIGAN	0.66	1.85	17.27	4.41	75.81
MINNESOTA	1.50	4.21	4.72	3.90	85.68
MISSISSIPPI	0.50	0.65	44.77	1.57	52.51
MISSOURI	0.47	1.09	14.30	2.80	81.34
MONTANA	8.85	0.65	0.40	2.92	87.18
NEBRASKA	1.13	1.35	5.15	7.21	85.16
NEVADA	1.32	4.62	8.53	26.92	58.61
NEW HAMPSHIRE	0.26	1.30	0.87	2.31	95.26
NEW JERSEY	0.15	5.89	16.52	16.68	60.75
NEW MEXICO	12.22	0.91	1.88	49.51	35.47
NEW YORK	0.35	5.44	18.33	18.67	57.21
NORTH CAROLINA	1.46	1.65	26.64	6.21	64.04
NORTH DAKOTA	7.12	0.56	0.85	1.72	89.74
OHIO	0.21	1.11	14.10	2.61	81.98
OKLAHOMA	10.81	1.47	10.00	7.26	70.46
OREGON	1.57	3.41	1.99	11.49	81.54
PENNSYLVANIA	0.14	2.06	12.48	4.75	80.57
PUERTO RICO	0.01	0.07	0.13	99.00	0.79
RHODE ISLAND	0.59	3.33	5.79	12.62	77.68
SOUTH CAROLINA	0.36	0.89	36.74	3.00	59.01
SOUTH DAKOTA	12.46	0.63	0.72	1.93	84.25
TENNESSEE	0.25	1.06	21.22	2.80	74.67
TEXAS	0.33	2.50	13.01	39.08	45.09
UTAH	1.49	2.24	0.78	9.88	85.61
VERMONT	0.45	1.06	0.74	1.34	96.41
VIRGINIA	0.29	3.66	24.02	5.78	66.25
WASHINGTON	1.96	6.23	3.95	10.64	77.22
WEST VIRGINIA	0.20	0.58	3.85	0.94	94.43
WISCONSIN	1.10	2.58	7.87	5.01	83.44
WYOMING	2.80	0.56	0.90	8.35	87.39
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.98	3.80	14.81	17.47	62.95
50 STATES, D.C. & P.R.	0.98	3.80	14.81	17.47	62.95

Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau. Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF9

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1990-91	1999-2000	2000-01	2000-01 LESS 1990-91	2000-01 LESS 1999-2000	2000-01 LESS 1990-91	2000-01 LESS 1999-2000
ALABAMA	727,815	730,342	726,259	-1,556	-4,083	-0.21	-0.56
ALASKA	112,153	136,658	135,869	23,716	-789	21.15	-0.58
ARIZONA	589,504	872,428	856,984	267,480	-15,444	45.37	-1.77
ARKANSAS	434,960	426,984	448,018	13,058	21,034	3.00	4.93
CALIFORNIA	4,963,383	6,050,609	6,239,539	1,276,156	188,930	25.71	3.12
COLORADO	568,673	708,109	724,508	155,835	16,399	27.40	2.32
CONNECTICUT	468,900	554,087	562,138	93,238	8,051	19.88	1.45
DELAWARE	99,658	113,622	114,424	14,766	802	14.82	0.71
DISTRICT OF COLUMBIA	80,500	70,762	78,571	-1,929	7,809	-2.40	11.04
FLORIDA	1,861,538	2,380,232	2,434,403	572,865	54,171	30.77	2.28
GEORGIA	1,151,687	1,422,762	1,444,937	293,250	22,175	25.46	1.56
HAWAII	171,056	185,036	184,360	13,304	-676	7.78	-0.37
IDAHO	220,840	245,100	245,650	24,810	550	11.23	0.22
ILLINOIS	1,803,000	2,035,450	2,048,197	245,197	12,747	13.60	0.63
INDIANA	956,487	993,985	988,963	32,476	-5,022	3.40	-0.51
IOWA	484,116	498,836	497,301	13,185	-1,535	2.72	-0.31
KANSAS	436,250	469,376	469,747	33,497	371	7.68	0.08
KENTUCKY	630,091	637,007	623,230	-6,861	-13,777	-1.09	-2.16
LOUISIANA	779,161	710,159	743,089	-36,072	32,930	-4.63	4.64
MAINE	215,516	219,000	213,461	-2,055	-5,539	-0.95	-2.53
MARYLAND	715,152	846,709	853,406	138,254	6,697	19.33	0.79
MASSACHUSETTS	829,119	975,815	985,000	155,881	9,185	18.80	0.94
MICHIGAN	1,577,000	1,712,300	1,705,800	128,800	-6,500	8.17	-0.38
MINNESOTA	751,913	857,023	847,000	95,087	-10,023	12.65	-1.17
MISSISSIPPI	500,122	499,359	499,362	-760	3	-0.15	0.00
MISSOURI	810,450	893,052	897,081	86,631	4,029	10.69	0.45
MONTANA	151,670	157,236	155,860	4,190	-1,376	2.76	-0.88
NEBRASKA	274,141	287,752	286,176	12,035	-1,576	4.39	-0.55
NEVADA	196,736	326,616	340,707	143,971	14,091	73.18	4.31
NEW HAMPSHIRE	170,642	208,812	210,454	39,812	1,642	23.33	0.79
NEW JERSEY	1,082,561	1,287,996	1,309,839	227,278	21,843	20.99	1.70
NEW MEXICO	299,734	324,222	316,548	16,814	-7,674	5.61	-2.37
NEW YORK	2,563,000	2,884,000	2,940,000	377,000	56,000	14.71	1.94
NORTH CAROLINA	1,082,558	1,256,063	1,265,810	183,252	9,747	16.93	0.78
NORTH DAKOTA	117,134	111,705	105,635	-11,499	-6,070	-9.82	-5.43
OHIO	1,770,000	1,837,000	1,821,200	51,200	-15,800	2.89	-0.86
OKLAHOMA	578,600	633,361	625,577	46,977	-7,784	8.12	-1.23
OREGON	484,950	545,059	547,200	62,250	2,141	12.84	0.39
PENNSYLVANIA	1,667,630	1,817,530	1,811,030	143,400	-6,500	8.60	-0.36
PUERTO RICO	644,958	610,421	612,177	-32,781	1,756	-5.08	0.29
RHODE ISLAND	137,946	156,458	158,141	20,195	1,683	14.64	1.08
SOUTH CAROLINA	621,776	646,850	647,400	25,624	550	4.12	0.09
SOUTH DAKOTA	129,164	130,863	128,133	-1,031	-2,730	-0.80	-2.09
TENNESSEE	822,200	908,722	905,100	82,900	-3,622	10.08	-0.40
TEXAS	3,353,270	4,025,923	4,033,697	680,427	7,774	20.29	0.19
UTAH	444,732	477,775	475,269	30,537	-2,506	6.87	-0.52
VERMONT	96,198	106,069	104,001	7,803	-2,068	8.11	-1.95
VIRGINIA	998,463	1,133,994	1,144,054	145,591	10,060	14.58	0.89
WASHINGTON	832,218	1,002,044	1,009,407	177,189	7,363	21.29	0.73
WEST VIRGINIA	323,021	290,936	285,169	-37,852	-5,767	-11.72	-1.98
WISCONSIN	790,901	878,900	876,243	85,342	-2,657	10.79	-0.30
WYOMING	98,210	91,757	89,553	-8,657	-2,204	-8.81	-2.40
AMERICAN SAMOA	12,443	15,532	15,583	3,140	51	25.24	0.33
GUAM	25,941	32,002	33,696	7,755	1,694	29.89	5.29
NORTHERN MARIANAS	6,123	9,692	10,004	3,881	312	63.38	3.22
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	21,675	19,902	20,757	-918	855	-4.24	4.30
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41,737,639	47,459,994	47,851,717	6,114,078	391,723	14.65	0.83
50 STATES, D.C. & P.R.	41,671,457	47,382,866	47,771,677	6,100,220	388,811	14.64	0.82

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1990-91, 1999-2000, and 2000-01 are estimates from NCES.

Data as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AG1

State Grant Awards Under Parts B and C of IDEA

Federal Fiscal Year 2001
(School Year 2001-2002)

STATE	PART B SECTION 611	PART B SECTION 619	PART C
ALABAMA	100,426,123	5,730,375	5,567,271
ALASKA	18,460,830	1,294,380	1,878,520
ARIZONA	92,343,757	5,545,066	7,326,758
ARKANSAS	59,842,674	5,479,110	3,375,801
CALIFORNIA	650,017,799	39,848,701	46,979,082
COLORADO	78,209,425	5,073,769	5,500,179
CONNECTICUT	76,114,202	5,009,888	4,083,368
DELAWARE	16,919,300	1,287,906	1,878,520
DISTRICT OF COLUMBIA	8,507,074	253,905	1,878,520
FLORIDA	344,413,144	18,917,454	18,048,811
GEORGIA	162,338,988	10,077,250	11,167,962
HAWAII	21,338,561	1,036,577	1,878,520
IDAHO	28,717,888	2,233,491	1,878,520
ILLINOIS	283,066,424	18,041,307	16,520,855
INDIANA	145,373,315	9,088,983	7,830,010
IOWA	70,383,938	4,077,008	3,446,438
KANSAS	60,170,732	4,426,665	3,511,726
KENTUCKY	88,537,364	10,431,998	4,921,954
LOUISIANA	99,271,780	6,628,385	6,028,876
MAINE	31,546,701	2,567,159	1,878,520
MARYLAND	111,365,477	6,824,190	6,560,200
MASSACHUSETTS	163,656,198	10,103,890	7,435,086
MICHIGAN	216,776,390	12,853,643	12,303,461
MINNESOTA	109,440,436	7,587,477	6,066,505
MISSISSIPPI	64,197,563	4,321,339	3,873,263
MISSOURI	130,959,742	6,171,495	6,875,722
MONTANA	19,591,702	1,215,398	1,878,520
NEBRASKA	43,048,888	2,306,907	2,169,380
NEVADA	34,727,666	2,312,229	2,713,585
NEW HAMPSHIRE	27,359,981	1,591,180	1,878,520
NEW JERSEY	208,388,355	11,621,386	10,193,673
NEW MEXICO	52,531,899	3,256,045	2,498,764
NEW YORK	429,667,970	34,473,989	22,830,440
NORTH CAROLINA	169,440,174	11,554,652	10,219,813
NORTH DAKOTA	13,738,268	839,536	1,878,520
OHIO	239,885,523	12,874,725	13,959,873
OKLAHOMA	81,913,464	3,760,076	4,499,306
OREGON	72,297,813	3,960,512	4,161,663
PENNSYLVANIA	235,280,772	14,293,994	13,313,512
PUERTO RICO	56,447,698	3,273,690	5,914,883
RHODE ISLAND	25,211,373	1,707,269	1,878,520
SOUTH CAROLINA	98,231,807	7,293,431	4,860,970
SOUTH DAKOTA	16,365,852	1,496,640	1,878,520
TENNESSEE	128,733,463	7,049,034	7,020,318
TEXAS	505,688,457	23,676,158	31,372,291
UTAH	57,042,839	3,647,879	4,088,432
VERMONT	13,246,313	892,952	1,878,520
VIRGINIA	153,996,278	9,323,245	8,564,414
WASHINGTON	118,603,146	8,343,791	7,382,172
WEST VIRGINIA	43,783,893	3,558,432	1,878,520
WISCONSIN	117,131,369	9,674,989	6,217,810
WYOMING	13,896,695	1,090,450	1,878,520
AMERICAN SAMOA	5,127,424	0	603,278
GUAM	12,387,778	0	1,335,989
NORTHERN MARIANAS	3,161,954	0	401,540
PALAU	0	0	0
VIRGIN ISLANDS	9,391,764	0	786,891
BUR. OF INDIAN AFFAIRS	77,724,538	0	4,735,395
U.S. AND OUTLYING AREAS	6,316,440,941	390,000,000	383,567,000
50 STATES, D.C. & P.R.	6,208,647,483	390,000,000	375,703,907

Data as of August 30, 2001.

Amounts listed for IDEA, Part B do not include funding for studies and evaluation or a competition for Pacific Basin entities. When included, the total appropriation for Part B is $6,339,685,000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services, December 1, 2000

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	253	695	1,048	1,996	177,099	1.13
ALASKA	102	183	366	651	28,231	2.31
ARIZONA	560	1,002	1,379	2,941	229,836	1.28
ARKANSAS	362	800	1,175	2,337	108,555	2.15
CALIFORNIA	4,499	7,463	10,409	22,371	1,459,066	1.53
COLORADO	582	1,070	1,576	3,228	179,130	1.80
CONNECTICUT	408	1,052	2,334	3,794	130,813	2.90
DELAWARE	194	294	515	1,003	30,867	3.25
DISTRICT OF COLUMBIA	21	58	127	206	19,276	1.07
FLORIDA	2,556	4,166	6,314	13,036	561,839	2.32
GEORGIA	505	1,147	1,775	3,427	358,255	0.96
HAWAII	1,415	1,048	1,109	3,572	46,412	7.70
IDAHO	225	423	626	1,274	58,550	2.18
ILLINOIS	1,450	3,922	6,134	11,506	520,550	2.21
INDIANA	1,704	2,971	4,223	8,898	253,136	3.52
IOWA	195	463	762	1,420	112,488	1.26
KANSAS	395	747	1,343	2,485	113,456	2.19
KENTUCKY	475	1,058	1,613	3,146	159,519	1.97
LOUISIANA	298	748	1,121	2,167	191,286	1.13
MAINE	59	236	547	842	41,453	2.03
MARYLAND	598	1,474	2,743	4,815	209,218	2.30
MASSACHUSETTS	2,111	3,739	6,295	12,145	235,958	5.15
MICHIGAN	1,355	2,498	3,414	7,267	398,600	1.82
MINNESOTA	384	887	1,677	2,948	195,989	1.50
MISSISSIPPI	555	797	1,098	2,450	123,078	1.99
MISSOURI	486	1,120	1,433	3,039	221,068	1.37
MONTANA	147	218	209	574	32,532	1.76
NEBRASKA	100	375	709	1,184	70,106	1.69
NEVADA	176	393	409	978	86,767	1.13
NEW HAMPSHIRE	170	389	655	1,214	43,897	2.77
NEW JERSEY	555	1,645	3,255	5,455	333,135	1.64
NEW MEXICO	220	623	788	1,631	78,338	2.08
NEW YORK	1,912	6,663	18,359	26,934	732,065	3.68
NORTH CAROLINA	539	1,463	2,301	4,303	326,535	1.32
NORTH DAKOTA	60	129	174	363	23,357	1.55
OHIO	1,333	2,679	3,961	7,973	448,690	1.78
OKLAHOMA	565	888	1,053	2,506	143,177	1.75
OREGON	239	558	1,036	1,833	132,734	1.38
PENNSYLVANIA	1,580	3,181	4,639	9,400	428,274	2.19
PUERTO RICO	516	1,096	1,618	3,230	174,849	1.85
RHODE ISLAND	152	297	498	947	37,775	2.51
SOUTH CAROLINA	376	741	1,172	2,289	159,387	1.44
SOUTH DAKOTA	59	231	355	645	30,516	2.11
TENNESSEE	704	1,421	2,125	4,250	224,825	1.89
TEXAS	2,495	5,243	8,398	16,136	977,438	1.65
UTAH	423	761	1,079	2,263	129,200	1.75
VERMONT	55	112	267	434	19,807	2.19
VIRGINIA	455	1,244	1,411	3,110	276,614	1.12
WASHINGTON	309	958	1,633	2,900	235,475	1.23
WEST VIRGINIA	314	449	525	1,288	60,404	2.13
WISCONSIN	592	1,598	2,967	5,157	203,339	2.54
WYOMING	70	144	243	457	18,561	2.46
AMERICAN SAMOA	23	27	17	67	.	.
GUAM	25	86	123	234	.	.
NORTHERN MARIANAS	5	19	18	42	.	.
PALAU	0	4	1	5	.	.
VIRGIN ISLANDS	12	30	45	87	.	.
U.S. AND OUTLYING AREAS	35,928	73,726	121,199	230,853	11,591,525	1.99
50 STATES, D.C. & P.R.	35,863	73,560	120,995	230,418	11,591,525	1.99

Please see data notes for an explanation of individual state differences.

Population figures are from Summary File 1 of the 2000 Census, U.S. Census Bureau.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Number of At-Risk Infants and Toddlers Receiving Early Intervention Services (Duplicated Count), December 1, 2000

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL
CALIFORNIA	2,972	5,829	7,933	16,734
HAWAII	1,064	535	343	1,942
INDIANA	438	484	330	1,252
MASSACHUSETTS	117	146	191	454
NEVADA	8	18	5	31
NEW HAMPSHIRE	5	8	5	18
NEW MEXICO	115	239	257	611
NORTH CAROLINA	138	206	228	572
WEST VIRGINIA	17	13	4	34
GUAM	3	3	2	8
U.S. AND OUTLYING AREAS	4,877	7,481	9,298	21,656

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accordance With Part C, December 1, 1999

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	91	183	918	6	32	87
ALASKA	5	63	95	22	50	6
ARIZONA	56	67	261	23	104	180
ARKANSAS	37	171	1,682	63	209	93
CALIFORNIA	108	240	160	1,314	25	80
COLORADO	98	279	765	395	448	181
CONNECTICUT	1	33	83	0	0	23
DELAWARE	25	33	111	34	284	77
DISTRICT OF COLUMBIA	25	0	152	73	37	106
FLORIDA	1,733	98	6,578	22	7,440	1,503
GEORGIA	419	219	151	5	38	39
HAWAII	142	319	1,775	209	208	867
IDAHO	41	94	61	71	372	83
ILLINOIS	117	809	1,130	135	27	1,171
INDIANA	919	1,141	14	7	25	98
IOWA	32	113	95	14	35	92
KANSAS	345	382	595	106	165	200
KENTUCKY	318	35	12	0	0	3
LOUISIANA	27	326	80	156	245	73
MAINE	15	13	28	15	2	0
MARYLAND	19	652	174	119	18	427
MASSACHUSETTS	0	329	10,998	10,998	0	890
MICHIGAN	91	353	2,175	1,630	508	1,321
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	61	264	291	0	52	0
MISSOURI	364	86	1,090	494	92	46
MONTANA	95	159	628	87	147	40
NEBRASKA	10	73	53	176	5	56
NEVADA	76	67	872	8	48	1
NEW HAMPSHIRE	82	39	197	24	7	6
NEW JERSEY	47	67	195	0	54	22
NEW MEXICO	19	85	322	65	27	121
NEW YORK	577	1,426	4,170	0	0	82
NORTH CAROLINA	83	362	499	461	727	178
NORTH DAKOTA	34	51	291	73	78	14
OHIO	139	556	5,837	1,206	1,605	1,263
OKLAHOMA	0	1	3	0	0	72
OREGON	52	96	519	28	70	94
PENNSYLVANIA	42	288	100	1	6	174
PUERTO RICO	566	1,816	2,204	733	2,976	2,976
RHODE ISLAND	5	78	222	1	0	16
SOUTH CAROLINA	20	197	64	31	114	54
SOUTH DAKOTA	15	21	40	2	3	2
TENNESSEE	353	573	2,001	377	594	626
TEXAS	1,063	736	3,142	91	217	211
UTAH	11	132	221	58	5	89
VERMONT	8	39	28	0	41	25
VIRGINIA	101	102	326	15	107	50
WASHINGTON	307	309	1,345	379	465	353
WEST VIRGINIA	13	17	164	18	20	30
WISCONSIN	82	134	630	20	46	190
WYOMING	12	46	217	42	31	8
AMERICAN SAMOA	0	0	0	0	1	0
GUAM	4	142	242	0	0	9
NORTHERN MARIANAS	3	36	4	2	0	0
PALAU	0	0	4	0	0	0
VIRGIN ISLANDS	2	6	70	10	44	48
U.S. AND OUTLYING AREAS	8,910	13,956	54,084	19,819	17,854	14,456
50 STATES, D.C. & P.R.	8,901	13,772	53,764	19,807	17,809	14,399

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accordance With Part C, December 1, 1999

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	57	1,195	1,322	77	0	27
ALASKA	25	164	238	2	40	14
ARIZONA	133	1,206	1,290	13	244	111
ARKANSAS	63	828	832	127	7	195
CALIFORNIA	38	1,949	1,316	458	2,296	26
COLORADO	351	794	893	56	308	165
CONNECTICUT	20	785	1,053	5	0	135
DELAWARE	143	288	304	29	3	96
DISTRICT OF COLUMBIA	70	114	113	42	2	80
FLORIDA	40	4,139	3,912	111	5	18
GEORGIA	113	1,257	1,618	52	527	19
HAWAII	290	892	628	298	174	910
IDAHO	181	526	242	190	89	373
ILLINOIS	318	3,677	3,964	623	0	410
INDIANA	243	3,381	4,044	130	0	89
IOWA	29	402	450	82	12	66
KANSAS	340	822	840	77	96	459
KENTUCKY	63	1,126	1,268	15	97	11
LOUISIANA	118	646	663	2	13	56
MAINE	2	267	345	1	0	18
MARYLAND	8	1,164	1,827	60	10	82
MASSACHUSETTS	219	1,121	1,011	681	0	1,385
MICHIGAN	737	1,775	1,628	243	416	1,947
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	28	64	56	9	160	78
MISSOURI	94	1,087	1,077	17	79	20
MONTANA	96	89	186	31	221	57
NEBRASKA	99	366	396	59	123	0
NEVADA	172	288	361	42	10	46
NEW HAMPSHIRE	19	256	202	1	59	9
NEW JERSEY	18	850	1,342	1	4	295
NEW MEXICO	59	550	475	12	99	129
NEW YORK	232	8,426	9,575	339	1,586	1,467
NORTH CAROLINA	374	392	837	49	109	361
NORTH DAKOTA	75	150	84	2	57	47
OHIO	1,074	2,672	2,523	134	479	1,098
OKLAHOMA	20	414	420	25	0	6
OREGON	84	622	729	6	3	18
PENNSYLVANIA	76	2,917	3,446	148	0	266
PUERTO RICO	1,228	1,345	1,291	914	1	2,573
RHODE ISLAND	165	303	317	7	0	9
SOUTH CAROLINA	712	777	922	38	3	45
SOUTH DAKOTA	3	273	314	0	0	0
TENNESSEE	455	755	954	44	26	1,059
TEXAS	1,179	4,449	3,716	128	77	798
UTAH	40	198	145	3	0	24
VERMONT	30	97	143	10	67	12
VIRGINIA	53	1,285	2,178	10	346	74
WASHINGTON	460	1,193	1,089	163	36	498
WEST VIRGINIA	96	428	643	119	2	76
WISCONSIN	45	2,095	1,962	53	0	671
WYOMING	53	182	171	6	4	32
AMERICAN SAMOA	0	1	7	0	0	0
GUAM	6	29	52	93	0	20
NORTHERN MARIANAS	0	23	28	1	0	14
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	4	37	71	1	0	5
U.S. AND OUTLYING AREAS	10,650	61,131	65,513	5,839	7,890	16,499
50 STATES, D.C. & P.R.	10,640	61,041	65,355	5,744	7,890	16,460

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accordance With Part C, December 1, 1999

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPOR-TATION	VISION SERVICES	OTHER EARLY INTERVEN-TION SERVICES
ALABAMA	791	1,692	191	153	2
ALASKA	410	316	2	38	0
ARIZONA	1,641	1,207	191	83	730
ARKANSAS	1,682	1,210	598	128	282
CALIFORNIA	9,745	2,494	1,056	201	1,405
COLORADO	379	911	150	181	850
CONNECTICUT	1,692	1,567	3	21	153
DELAWARE	399	411	77	104	710
DISTRICT OF COLUMBIA	23	140	57	7	0
FLORIDA	49	6,812	3,551	31	37,474
GEORGIA	1,675	1,903	327	128	494
HAWAII	630	863	226	71	177
IDAHO	566	556	270	74	38
ILLINOIS	6,006	5,394	362	26	0
INDIANA	4,351	4,581	457	164	60
IOWA	824	430	24	80	214
KANSAS	1,327	1,422	199	283	196
KENTUCKY	0	1,836	67	49	1,533
LOUISIANA	1,484	632	16	292	1,374
MAINE	284	574	179	5	0
MARYLAND	2,440	2,230	558	188	8
MASSACHUSETTS	2,529	1,649	2,859	659	0
MICHIGAN	2,262	1,788	703	191	2,402
MINNESOTA	.	.	.	.	.
MISSISSIPPI	694	489	11	13	2
MISSOURI	1,157	1,431	1,330	92	165
MONTANA	176	241	40	60	628
NEBRASKA	954	487	87	11	3
NEVADA	1,056	425	2	22	1,057
NEW HAMPSHIRE	147	395	5	8	600
NEW JERSEY	2,827	1,684	13	153	152
NEW MEXICO	935	759	160	33	1,300
NEW YORK	12,581	18,029	5,897	372	0
NORTH CAROLINA	1,895	533	302	235	3,287
NORTH DAKOTA	175	144	28	58	328
OHIO	2,865	3,428	1,641	341	12,440
OKLAHOMA	506	770	0	5	10
OREGON	722	962	238	68	6
PENNSYLVANIA	4,276	3,909	42	273	0
PUERTO RICO	2,022	1,427	370	295	238
RHODE ISLAND	492	378	165	11	395
SOUTH CAROLINA	1,377	995	22	221	370
SOUTH DAKOTA	335	348	151	16	0
TENNESSEE	1,272	1,260	915	225	595
TEXAS	10,187	6,567	113	618	285
UTAH	326	287	298	174	0
VERMONT	276	205	7	24	7
VIRGINIA	1,901	2,046	264	95	122
WASHINGTON	1,705	1,564	499	216	400
WEST VIRGINIA	1,283	657	161	2	23
WISCONSIN	2,629	3,306	648	111	63
WYOMING	208	246	23	12	3
AMERICAN SAMOA	0	1	0	3	0
GUAM	85	119	34	2	0
NORTHERN MARIANAS	34	32	5	11	8
PALAU	0	0	0	0	0
VIRGIN ISLANDS	49	61	7	8	0
U.S. AND OUTLYING AREAS	96,336	93,803	25,601	6,945	70,589
50 STATES, D.C. & P.R.	96,168	93,590	25,555	6,921	70,581

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers With Disabilities and Their Families, December 1, 1999

STATE	ALL STAFF	AUDIOLOGISTS	FAMILY THERAPISTS	NURSES
ALABAMA	299	6	5	12
ALASKA	94	1	0	2
ARIZONA	314	2	2	23
ARKANSAS	1,366	9	7	60
CALIFORNIA	.	.	.	.
COLORADO	2	0	0	0
CONNECTICUT	416	8	3	6
DELAWARE	296	1	0	76
DISTRICT OF COLUMBIA	78	0	2	8
FLORIDA	6,535	136	3	298
GEORGIA	1,126	29	32	24
HAWAII	294	1	0	65
IDAHO	171	1	0	4
ILLINOIS	2,832	75	179	84
INDIANA	285	1	0	1
IOWA	238	7	4	9
KANSAS	322	1	2	15
KENTUCKY	325	8	0	0
LOUISIANA	280	4	1	3
MAINE	270	1	1	0
MARYLAND	454	5	3	25
MASSACHUSETTS	1,109	0	0	90
MICHIGAN	1,153	12	24	131
MINNESOTA	.	.	.	.
MISSISSIPPI	133	0	1	1
MISSOURI	463	2	2	1
MONTANA	73	0	1	4
NEBRASKA	459	0	0	0
NEVADA	109	2	0	0
NEW HAMPSHIRE	111	.	1	1
NEW JERSEY	420	0	1	16
NEW MEXICO	291	2	7	8
NEW YORK	9,289	161	0	991
NORTH CAROLINA	1,289	5	16	65
NORTH DAKOTA	30	0	0	0
OHIO	4,034	47	4	568
OKLAHOMA	165	2	.	13
OREGON	163	1	1	1
PENNSYLVANIA	.	.	.	.
PUERTO RICO	220	5	.	30
RHODE ISLAND	97	0	0	6
SOUTH CAROLINA	.	.	.	.
SOUTH DAKOTA	120	0	.	0
TENNESSEE	676	13	2	50
TEXAS	1,438	6	1	52
UTAH	162	1	0	13
VERMONT	67	1	0	4
VIRGINIA	521	7	.	27
WASHINGTON	645	5	9	18
WEST VIRGINIA	271	2	4	9
WISCONSIN	504	1	4	12
WYOMING	75	1	6	5
AMERICAN SAMOA	8	1	.	1
GUAM	31	1	1	4
NORTHERN MARIANAS	6	0	.	0
PALAU	2	0	0	0
VIRGIN ISLANDS	9	1	0	2
U.S. AND OUTLYING AREAS	40,138	577	327	2,835
50 STATES, D.C. & P.R.	40,082	575	326	2,828

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some states could not provide personnel data by category and (2) rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers With Disabilities and Their Families, December 1, 1999

STATE	NUTRITIONISTS	OCCUPATIONAL THERAPISTS	ORIENTATION AND MOBILITY SPECIALISTS	PARA-PROFESSIONALS
ALABAMA	5	24	0	45
ALASKA	0	14	2	12
ARIZONA	1	20	0	26
ARKANSAS	6	117	1	558
CALIFORNIA	.	.	.	.
COLORADO	0	0	0	0
CONNECTICUT	2	42	2	43
DELAWARE	5	19	1	55
DISTRICT OF COLUMBIA	2	8	0	23
FLORIDA	22	608	2	128
GEORGIA	16	205	9	82
HAWAII	1	23	0	107
IDAHO	1	13	0	30
ILLINOIS	65	406	0	267
INDIANA	2	49	0	16
IOWA	1	18	2	6
KANSAS	1	29	0	80
KENTUCKY	1	51	0	20
LOUISIANA	0	25	0	32
MAINE	0	22	0	0
MARYLAND	0	38	1	44
MASSACHUSETTS	3	114	0	99
MICHIGAN	8	85	3	31
MINNESOTA	.	.	.	.
MISSISSIPPI	1	6	0	37
MISSOURI	2	22	2	.
MONTANA	1	4	0	4
NEBRASKA	.	8	0	154
NEVADA	4	4	0	25
NEW HAMPSHIRE	.	25	.	14
NEW JERSEY	0	44	0	28
NEW MEXICO	1	26	0	59
NEW YORK	76	1,176	20	543
NORTH CAROLINA	15	40	8	257
NORTH DAKOTA	0	5	0	1
OHIO	60	273	13	219
OKLAHOMA	2	27	0	.
OREGON	0	14	0	30
PENNSYLVANIA	.	.	.	.
PUERTO RICO	4	35	.	30
RHODE ISLAND	2	7	.	2
SOUTH CAROLINA	.	.	.	.
SOUTH DAKOTA	0	22	0	22
TENNESSEE	3	46	1	109
TEXAS	18	140	2	156
UTAH	1	13	0	28
VERMONT	2	5	2	7
VIRGINIA	9	62	3	15
WASHINGTON	8	57	3	57
WEST VIRGINIA	4	11	1	32
WISCONSIN	1	91	1	51
WYOMING	1	9	1	4
AMERICAN SAMOA	0	1	0	0
GUAM	0	0	0	7
NORTHERN MARIANAS	0	1	.	2
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	.	1
U.S. AND OUTLYING AREAS	355	4,102	81	3,598
50 STATES, D.C. & P.R.	355	4,100	81	3,589

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some states could not provide personnel data by category and (2) rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers With Disabilities and Their Families, December 1, 1999

STATE	PEDIATRICIANS	PHYSICAL THERAPISTS	PHYSICIANS, OTHER THAN PEDIATRICIANS	PSYCHOLOGISTS
ALABAMA	1	25	1	1
ALASKA	0	11	0	1
ARIZONA	17	35	40	1
ARKANSAS	5	114	1	64
CALIFORNIA	.	.	.	.
COLORADO	0	1	0	0
CONNECTICUT	2	53	2	2
DELAWARE	20	24	0	1
DISTRICT OF COLUMBIA	2	7	2	4
FLORIDA	1,623	627	540	176
GEORGIA	12	244	6	31
HAWAII	0	11	0	2
IDAHO	1	9	2	4
ILLINOIS	0	397	14	90
INDIANA	0	57	0	1
IOWA	0	18	1	11
KANSAS	0	22	0	2
KENTUCKY	0	45	0	0
LOUISIANA	0	18	0	5
MAINE	1	6	0	3
MARYLAND	3	62	0	5
MASSACHUSETTS	1	102	0	69
MICHIGAN	13	70	52	27
MINNESOTA	.	.	.	.
MISSISSIPPI	0	5	0	4
MISSOURI	1	22	1	0
MONTANA	2	6	1	0
NEBRASKA	0	3	0	3
NEVADA	3	5	0	7
NEW HAMPSHIRE	.	18	.	.
NEW JERSEY	0	50	0	1
NEW MEXICO	2	19	0	2
NEW YORK	217	1,339	0	414
NORTH CAROLINA	14	46	1	35
NORTH DAKOTA	0	0	0	0
OHIO	.	285	126	139
OKLAHOMA	.	24	.	2
OREGON	0	12	0	1
PENNSYLVANIA	.	.	.	.
PUERTO RICO	15	26	.	13
RHODE ISLAND	.	5	.	0
SOUTH CAROLINA	.	.	.	.
SOUTH DAKOTA	0	22	0	0
TENNESSEE	5	46	7	2
TEXAS	3	104	7	6
UTAH	0	10	0	1
VERMONT	1	7	0	1
VIRGINIA	12	77	3	3
WASHINGTON	14	54	5	4
WEST VIRGINIA	2	14	1	2
WISCONSIN	1	76	0	1
WYOMING	1	6	0	0
AMERICAN SAMOA	0	1	2	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	1	.	0
PALAU	0	0	0	0
VIRGIN ISLANDS	1	2	0	0
U.S. AND OUTLYING AREAS	1,994	4,242	814	1,138
50 STATES, D.C. & P.R.	1,993	4,238	812	1,138

Please see data notes for an explanation of individual state differences.
The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some states could not provide personnel data by category and (2) rounding.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers With Disabilities and Their Families, December 1, 1999

STATE	SOCIAL WORKERS	SPECIAL EDUCATORS	SPEECH AND LANGUAGE PATHOLOGISTS	OTHER PROFESSIONAL STAFF
ALABAMA	30	55	35	54
ALASKA	3	31	12	5
ARIZONA	23	57	33	34
ARKANSAS	18	122	205	80
CALIFORNIA	.	.	.	.
COLORADO	0	0	1	0
CONNECTICUT	15	133	79	23
DELAWARE	12	18	29	35
DISTRICT OF COLUMBIA	7	7	7	1
FLORIDA	439	643	801	489
GEORGIA	18	118	221	81
HAWAII	30	15	13	26
IDAHO	14	39	18	36
ILLINOIS	13	625	612	5
INDIANA	1	60	84	13
IOWA	21	93	34	13
KANSAS	15	86	46	22
KENTUCKY	0	66	94	38
LOUISIANA	8	120	33	30
MAINE	7	80	67	84
MARYLAND	22	154	92	0
MASSACHUSETTS	141	256	167	67
MICHIGAN	154	317	125	103
MINNESOTA	.	.	.	.
MISSISSIPPI	9	43	17	11
MISSOURI	1	58	29	320
MONTANA	2	2	7	40
NEBRASKA	3	199	87	2
NEVADA	7	37	15	0
NEW HAMPSHIRE	4	21	24	3
NEW JERSEY	30	95	69	84
NEW MEXICO	4	85	30	46
NEW YORK	637	2,043	1,662	10
NORTH CAROLINA	122	255	63	347
NORTH DAKOTA	1	18	4	2
OHIO	512	971	332	485
OKLAHOMA	1	5	54	35
OREGON	0	54	26	24
PENNSYLVANIA	.	.	.	.
PUERTO RICO	16	0	35	12
RHODE ISLAND	8	4	8	57
SOUTH CAROLINA	.	.	.	.
SOUTH DAKOTA	0	21	33	0
TENNESSEE	28	212	75	77
TEXAS	118	162	206	457
UTAH	3	12	19	63
VERMONT	2	18	8	10
VIRGINIA	67	60	89	86
WASHINGTON	34	157	181	39
WEST VIRGINIA	25	48	21	98
WISCONSIN	14	95	138	18
WYOMING	4	17	13	7
AMERICAN SAMOA	1	0	1	0
GUAM	4	10	2	2
NORTHERN MARIANAS	1	2	0	0
PALAU	0	2	0	0
VIRGIN ISLANDS	0	0	1	.
U.S. AND OUTLYING AREAS	2,647	7,802	6,054	3,572
50 STATES, D.C. & P.R.	2,641	7,788	6,049	3,570

Please see data notes for an explanation of individual state differences.

The total FTE for the U.S. and outlying areas and the 50 states, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some states could not provide personnel data by category and (2) rounding.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH5

Number of Infants and Toddlers Ages Birth Through 2 Served in Different Early Intervention Settings Under Part C, December 1, 1999

STATE	DEVELOPMENTAL DELAY PROGRAMS	HOME	HOSPITAL (INPATIENT)	SERVICE PROVIDER LOCATION
ALABAMA	594	850	2	260
ALASKA	0	531	0	19
ARIZONA	95	1,606	4	752
ARKANSAS	1,151	556	28	146
CALIFORNIA	0	5,021	0	3,832
COLORADO	175	1,299	85	270
CONNECTICUT	0	3,056	0	40
DELAWARE	90	315	9	106
DISTRICT OF COLUMBIA	97	30	0	49
FLORIDA	1,081	4,671	135	2,983
GEORGIA	100	2,594	3	311
HAWAII	631	2,114	3	271
IDAHO	263	841	5	66
ILLINOIS	2,526	3,536	2	1,009
INDIANA	291	5,574	0	712
IOWA	134	928	0	16
KANSAS	224	1,698	0	111
KENTUCKY	249	2,514	.	401
LOUISIANA	132	1.462	1	256
MAINE	21	215	51	277
MARYLAND	1,403	2,635	1	118
MASSACHUSETTS	.	10,998	.	.
MICHIGAN	1,266	4,941	25	430
MINNESOTA	436	2,263	0	32
MISSISSIPPI	0	1,155	698	278
MISSOURI	194	1,895	44	240
MONTANA	4	599	13	2
NEBRASKA	127	515	1	1
NEVADA	187	406	5	428
NEW HAMPSHIRE	1	921	.	1
NEW JERSEY	132	4,261	4	36
NEW MEXICO	383	844	1	122
NEW YORK	4,770	17,261	51	565
NORTH CAROLINA	190	3,354	3	16
NORTH DAKOTA	11	294	0	8
OHIO	2,654	3,431	41	244
OKLAHOMA	6	2,098	5	17
OREGON	698	942	0	43
PENNSYLVANIA	352	6,457	3	108
PUERTO RICO	2,368	387	5	197
RHODE ISLAND	202	538	.	44
SOUTH CAROLINA	39	1,607	3	729
SOUTH DAKOTA	23	475	1	4
TENNESSEE	516	1,911	9	1,043
TEXAS	53	12,738	1	38
UTAH	312	1,578	2	89
VERMONT	0	333	0	8
VIRGINIA	662	1,789	5	351
WASHINGTON	1.463	752	4	271
WEST VIRGINIA	3	1,206	1	69
WISCONSIN	1,066	3.095	28	226
WYOMING	37	355	.	6
AMERICAN SAMOA	36	0	0	0
GUAM	75	150	1	0
NORTHERN MARIANAS	6	27	1	1
PALAU	0	4	0	0
VIRGIN ISLANDS	0	64	0	36
U.S. AND OUTLYING AREAS	27,529	131,690	1,284	17,688
50 STATES, D.C. & P.R.	27,412	131,445	1,282	17,651

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH5

Number of Infants and Toddlers Ages Birth Through 2 Served in Different Early Intervention Settings Under Part C, December 1, 1999

STATE	TYPICALLY DEVELOPING PROGRAMS	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	96	7	28	1,837
ALASKA	23	0	12	585
ARIZONA	0	0	63	2,520
ARKANSAS	131	8	0	2,020
CALIFORNIA	0	0	0	8,853
COLORADO	112	2	134	2,077
CONNECTICUT	258	0	0	3,354
DELAWARE	41	2	379	942
DISTRICT OF COLUMBIA	36	0	0	212
FLORIDA	1,890	2	784	11,546
GEORGIA	616	0	10	3,634
HAWAII	57	1	8	3,085
IDAHO	24	0	5	1,204
ILLINOIS	90	0	593	7,756
INDIANA	110	3	495	7,185
IOWA	36	0	0	1,114
KANSAS	127	0	27	2,187
KENTUCKY	.	.	71	3,235
LOUISIANA	41	3	70	1,965
MAINE	117	31	36	748
MARYLAND	127	0	1	4,285
MASSACHUSETTS	.	.	.	10,998
MICHIGAN	65	6	112	6,845
MINNESOTA	99	4	18	2,852
MISSISSIPPI	141	0	0	2,272
MISSOURI	264	1	21	2,659
MONTANA	10	0	0	628
NEBRASKA	29	2	1	676
NEVADA	40	1	0	1,067
NEW HAMPSHIRE	45	.	11	979
NEW JERSEY	264	14	32	4,743
NEW MEXICO	19	1	46	1,416
NEW YORK	506	3	343	23,499
NORTH CAROLINA	767	1	0	4,331
NORTH DAKOTA	15	0	0	328
OHIO	106	4	49	6,529
OKLAHOMA	70	1	21	2,218
OREGON	58	10	15	1,766
PENNSYLVANIA	262	4	1,003	8,189
PUERTO RICO	11	0	8	2,976
RHODE ISLAND	104	.	121	1,009
SOUTH CAROLINA	23	0	3	2,404
SOUTH DAKOTA	81	1	26	611
TENNESSEE	217	0	61	3,757
TEXAS	1,350	11	170	14,361
UTAH	27	0	5	2,013
VERMONT	68	0	0	409
VIRGINIA	125	47	30	3,009
WASHINGTON	205	0	18	2,713
WEST VIRGINIA	0	0	9	1,288
WISCONSIN	188	1	25	4,629
WYOMING	51	.	8	457
AMERICAN SAMOA	0	0	0	36
GUAM	16	0	0	242
NORTHERN MARIANAS	5	0	0	40
PALAU	0	0	1	5
VIRGIN ISLANDS	1	0	0	101
U.S. AND OUTLYING AREAS	9,164	171	4,873	192,399
50 STATES, D.C. & P.R.	9,142	171	4,872	191,975

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH6

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Year

STATE	COMPLETE PRIOR TO MAX AGE	PART B ELIGIBLE	EXIT TO OTHER PROGRAMS	EXIT WITH NO REFERRALS	ELIGIBILITY NOT DETERMINED
ALABAMA	236	862	158	5	155
ALASKA	17	178	28	27	18
ARIZONA	0	974	1	5	0
ARKANSAS	94	245	52	11	41
CALIFORNIA	5,308	7,503	4,555	0	0
COLORADO	.	.	.	.	.
CONNECTICUT	495	1,515	165	165	377
DELAWARE	25	203	137	267	63
DISTRICT OF COLUMBIA	10	55	16	1	0
FLORIDA	488	478	218	13	0
GEORGIA	219	746	70	37	241
HAWAII	263	341	297	110	39
IDAHO	119	389	24	19	170
ILLINOIS	293	1,694	265	444	1,455
INDIANA	1,226	1,367	1,209	268	39
IOWA	67	437	14	15	1
KANSAS	347	993	57	54	21
KENTUCKY	217	0	0	0	1,219
LOUISIANA	47	323	16	0	39
MAINE	270	0	0	0	43
MARYLAND	494	1,071	255	832	0
MASSACHUSETTS	1,843	4,131	893	340	211
MICHIGAN	258	2,013	101	633	94
MINNESOTA	1,009	3,641	0	0	0
MISSISSIPPI	501	1,156	369	319	418
MISSOURI	60	967	194	29	84
MONTANA	101	157	66	13	19
NEBRASKA	0	527	0	0	228
NEVADA	75	371	18	61	83
NEW HAMPSHIRE	168	342	0	0	0
NEW JERSEY	431	1,949	253	77	805
NEW MEXICO	118	276	78	29	7
NEW YORK	3,159	10,324	232	817	1,325
NORTH CAROLINA	54	824	57	0	1,376
NORTH DAKOTA	14	126	20	5	0
OHIO	422	1,128	416	720	468
OKLAHOMA	176	621	139	37	109
OREGON	10	623	4	19	0
PENNSYLVANIA	817	3,201	10	315	761
PUERTO RICO	137	1,044	56	32	11
RHODE ISLAND	47	351	123	33	32
SOUTH CAROLINA	451	568	65	46	124
SOUTH DAKOTA	16	251	56	7	12
TENNESSEE	382	1,676	220	110	200
TEXAS	1,951	4,899	571	360	2,073
UTAH	122	868	73	39	15
VERMONT	24	261	17	12	6
VIRGINIA	302	1,124	375	215	47
WASHINGTON	187	1,227	95	75	96
WEST VIRGINIA	177	58	31	16	17
WISCONSIN	309	838	240	62	68
WYOMING	31	156	12	25	0
AMERICAN SAMOA	20	2	6	0	0
GUAM	10	35	0	24	0
NORTHERN MARIANAS	1	14	1	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	2	26	12	3	1
U.S. AND OUTLYING AREAS	23,620	65,149	12,340	6,746	12,611
50 STATES, D.C. & P.R.	23,587	65,072	12,321	6,719	12,610

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH6

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Year

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	36	95	142	54	1,743
ALASKA	7	38	35	40	388
ARIZONA	36	70	30	73	1,189
ARKANSAS	7	92	224	63	829
CALIFORNIA	95	0	0	0	17,461
COLORADO	.	.	.	.	.
CONNECTICUT	16	150	417	216	3,516
DELAWARE	1	12	33	4	745
DISTRICT OF COLUMBIA	0	5	8	0	95
FLORIDA	55	139	174	191	1,756
GEORGIA	24	135	256	144	1,872
HAWAII	13	128	447	158	1,796
IDAHO	11	65	88	23	908
ILLINOIS	81	264	1,465	1,353	7,314
INDIANA	58	275	952	192	5,586
IOWA	14	57	23	13	641
KANSAS	25	199	126	71	1,893
KENTUCKY	20	97	70	46	1,669
LOUISIANA	14	37	51	0	527
MAINE	3	198	398	0	912
MARYLAND	25	138	491	137	3,443
MASSACHUSETTS	26	0	589	1,483	9,516
MICHIGAN	53	347	239	648	4,386
MINNESOTA	18	98	7	0	4,773
MISSISSIPPI	222	274	453	356	4,068
MISSOURI	24	75	121	161	1,715
MONTANA	12	31	58	22	479
NEBRASKA	2	0	4	0	761
NEVADA	14	82	114	117	935
NEW HAMPSHIRE	9	73	60	24	676
NEW JERSEY	34	208	195	206	4,158
NEW MEXICO	3	102	83	52	748
NEW YORK	97	1,285	818	619	18,676
NORTH CAROLINA	29	168	322	30	2,860
NORTH DAKOTA	2	36	18	7	228
OHIO	47	393	511	155	4,260
OKLAHOMA	26	205	454	234	2,001
OREGON	6	43	30	60	795
PENNSYLVANIA	56	196	901	137	6,394
PUERTO RICO	19	65	54	99	1,517
RHODE ISLAND	5	44	107	55	797
SOUTH CAROLINA	26	114	247	159	1,800
SOUTH DAKOTA	2	48	53	17	462
TENNESSEE	46	233	572	556	3,995
TEXAS	166	689	1,560	1,304	13,573
UTAH	6	45	67	39	1,274
VERMONT	1	20	12	13	366
VIRGINIA	40	251	275	150	2,779
WASHINGTON	13	131	194	108	2,126
WEST VIRGINIA	1	47	92	39	478
WISCONSIN	28	76	243	252	2,116
WYOMING	1	35	11	11	282
AMERICAN SAMOA	2	6	0	0	36
GUAM	0	17	14	6	106
NORTHERN MARIANAS	0	3	3	1	23
PALAU	0	0	0	1	1
VIRGIN ISLANDS	0	4	0	0	48
U.S. AND OUTLYING AREAS	1,577	7,638	13,911	9,899	153,491
50 STATES, D.C. & P.R.	1,575	7,608	13,894	9,891	153,277

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH7

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C, December 1, 2000

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	7	13	820	40	1,116	0
ALASKA	260	35	28	26	302	0
ARIZONA	302	33	116	1,139	1,351	0
ARKANSAS	5	16	829	49	1,438	0
CALIFORNIA	63	1,024	1,747	7,646	6,143	5,748
COLORADO	30	56	164	810	2,168	0
CONNECTICUT	6	101	505	564	2,618	0
DELAWARE	1	13	282	93	614	0
DISTRICT OF COLUMBIA	0	0	170	23	13	0
FLORIDA	19	126	3,058	2,536	7,297	0
GEORGIA	7	58	1,169	236	1,838	119
HAWAII	9	3,080	84	97	302	0
IDAHO	25	15	16	138	1,080	0
ILLINOIS	17	139	2,010	1,422	5,501	2,417
INDIANA	9	88	968	316	7,517	0
IOWA	10	17	52	70	1,271	0
KANSAS	18	34	251	317	1,865	0
KENTUCKY	15	30	371	49	2,681	0
LOUISIANA	8	23	991	28	1,117	0
MAINE	6	8	6	3	819	0
MARYLAND	6	84	1,676	163	2,683	203
MASSACHUSETTS	17	294	878	1,492	7,729	1,735
MICHIGAN	83	89	1,316	307	5,472	0
MINNESOTA	72	46	193	124	2,513	0
MISSISSIPPI	2	12	1,351	21	1,064	0
MISSOURI	4	41	481	74	2,439	0
MONTANA	99	6	5	10	454	0
NEBRASKA	14	13	80	115	962	0
NEVADA	20	36	133	219	570	0
NEW HAMPSHIRE	0	24	12	37	1,141	0
NEW JERSEY	8	225	975	745	3,502	0
NEW MEXICO	266	14	30	820	501	0
NEW YORK	50	476	2,394	2,498	12,336	9,180
NORTH CAROLINA	85	110	1,495	264	2,349	0
NORTH DAKOTA	42	6	3	6	306	0
OHIO	11	100	1,307	248	6,307	0
OKLAHOMA	126	21	311	135	1,913	0
OREGON	47	38	40	255	1,453	0
PENNSYLVANIA	18	114	1,003	546	7,719	0
PUERTO RICO	0	0	0	3,229	1	0
RHODE ISLAND	8	13	82	179	665	0
SOUTH CAROLINA	6	17	998	52	1,216	0
SOUTH DAKOTA	192	4	5	8	436	0
TENNESSEE	6	52	966	131	3,095	0
TEXAS	34	312	2,183	6,791	6,816	0
UTAH	65	45	27	189	1,937	0
VERMONT	4	6	8	4	412	0
VIRGINIA	1	56	912	158	1,983	0
WASHINGTON	91	104	154	470	1,906	175
WEST VIRGINIA	1	10	58	2	1,217	0
WISCONSIN	60	90	950	367	3,690	0
WYOMING	29	11	7	36	374	0
AMERICAN SAMOA	0	67	0	0	0	0
GUAM	0	222	5	4	3	0
NORTHERN MARIANAS	0	42	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	0	0	70	12	5	0
U.S. AND OUTLYING AREAS	2,284	7,714	33,745	35,313	132,220	19,577
50 STATES, D.C. & P.R.	2,284	7,378	33,670	35,297	132,212	19,577

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH7

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C, December 1, 2000

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.35	0.65	41.08	2.00	55.91
ALASKA	39.94	5.38	4.30	3.99	46.39
ARIZONA	10.27	1.12	3.94	38.73	45.94
ARKANSAS	0.21	0.68	35.47	2.10	61.53
CALIFORNIA	0.38	6.16	10.51	46.00	36.95
COLORADO	0.93	1.73	5.08	25.09	67.16
CONNECTICUT	0.16	2.66	13.31	14.87	69.00
DELAWARE	0.10	1.30	28.12	9.27	61.22
DISTRICT OF COLUMBIA	0.00	0.00	82.52	11.17	6.31
FLORIDA	0.15	0.97	23.46	19.45	55.98
GEORGIA	0.21	1.75	35.34	7.13	55.56
HAWAII	0.25	86.23	2.35	2.72	8.45
IDAHO	1.96	1.18	1.26	10.83	84.77
ILLINOIS	0.19	1.53	22.11	15.65	60.52
INDIANA	0.10	0.99	10.88	3.55	84.48
IOWA	0.70	1.20	3.66	4.93	89.51
KANSAS	0.72	1.37	10.10	12.76	75.05
KENTUCKY	0.48	0.95	11.79	1.56	85.22
LOUISIANA	0.37	1.06	45.73	1.29	51.55
MAINE	0.71	0.95	0.71	0.36	97.27
MARYLAND	0.13	1.82	36.34	3.53	58.17
MASSACHUSETTS	0.16	2.82	8.43	14.33	74.25
MICHIGAN	1.14	1.22	18.11	4.22	75.30
MINNESOTA	2.44	1.56	6.55	4.21	85.24
MISSISSIPPI	0.08	0.49	55.14	0.86	43.43
MISSOURI	0.13	1.35	15.83	2.44	80.26
MONTANA	17.25	1.05	0.87	1.74	79.09
NEBRASKA	1.18	1.10	6.76	9.71	81.25
NEVADA	2.04	3.68	13.60	22.39	58.28
NEW HAMPSHIRE	0.00	1.98	0.99	3.05	93.99
NEW JERSEY	0.15	4.12	17.87	13.66	64.20
NEW MEXICO	16.31	0.86	1.84	50.28	30.72
NEW YORK	0.28	2.68	13.48	14.07	69.48
NORTH CAROLINA	1.98	2.56	34.74	6.14	54.59
NORTH DAKOTA	11.57	1.65	0.83	1.65	84.30
OHIO	0.14	1.25	16.39	3.11	79.10
OKLAHOMA	5.03	0.84	12.41	5.39	76.34
OREGON	2.56	2.07	2.18	13.91	79.27
PENNSYLVANIA	0.19	1.21	10.67	5.81	82.12
PUERTO RICO	0.00	0.00	0.00	99.97	0.03
RHODE ISLAND	0.84	1.37	8.66	18.90	70.22
SOUTH CAROLINA	0.26	0.74	43.60	2.27	53.12
SOUTH DAKOTA	29.77	0.62	0.78	1.24	67.60
TENNESSEE	0.14	1.22	22.73	3.08	72.82
TEXAS	0.21	1.93	13.53	42.09	42.24
UTAH	2.87	1.99	1.19	8.35	85.59
VERMONT	0.92	1.38	1.84	0.92	94.93
VIRGINIA	0.03	1.80	29.32	5.08	63.76
WASHINGTON	3.34	3.82	5.65	17.25	69.94
WEST VIRGINIA	0.08	0.78	4.50	0.16	94.49
WISCONSIN	1.16	1.75	18.42	7.12	71.55
WYOMING	6.35	2.41	1.53	7.88	81.84
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	94.87	2.14	1.71	1.28
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	80.46	13.79	5.75
U.S. AND OUTLYING AREAS	1.08	3.65	15.97	16.71	62.58
50 STATES, D.C. & P.R.	1.08	3.50	15.97	16.74	62.71

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH8

Racial/Ethnic Composition (Number) of At-Risk Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C, December 1, 2000

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
CALIFORNIA	29	684	1,279	5,458	3,903	5,381
HAWAII	6	1,797	20	43	76	0
INDIANA	0	2	169	35	1,046	0
MASSACHUSETTS	2	8	56	89	205	94
NEVADA	1	0	6	6	18	0
NEW HAMPSHIRE	0	0	0	0	18	0
NEW MEXICO	125	2	15	298	171	0
NORTH CAROLINA	15	10	172	41	334	0
WEST VIRGINIA	0	0	3	0	31	0
GUAM	0	7	0	0	1	0
U.S. AND OUTLYING AREAS	178	2,510	1,720	5,970	5,803	5,475

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH8

Racial/Ethnic Composition (Percentage) of At-Risk Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C, December 1, 2000

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
CALIFORNIA	0.26	6.02	11.27	48.08	34.38
HAWAII	0.31	92.53	1.03	2.21	3.91
INDIANA	0.00	0.16	13.50	2.80	83.55
MASSACHUSETTS	0.56	2.22	15.56	24.72	56.94
NEVADA	3.23	0.00	19.35	19.35	58.06
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW MEXICO	20.46	0.33	2.45	48.77	27.99
NORTH CAROLINA	2.62	1.75	30.07	7.17	58.39
WEST VIRGINIA	0.00	0.00	8.82	0.00	91.18
GUAM	0.00	87.50	0.00	0.00	12.50
U.S. AND OUTLYING AREAS	1.10	15.51	10.63	36.90	35.86

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 2000 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH9

Percentage (Based on 2000 Census Population) of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity, December 1, 2000

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.94	0.93	1.48	0.72	0.98
ALASKA	4.50	2.66	2.19	1.32	1.69
ARIZONA	2.13	0.85	1.53	1.22	1.22
ARKANSAS	0.70	1.52	3.68	0.70	1.86
CALIFORNIA	0.87	0.72	1.72	1.09	1.21
COLORADO	2.59	1.26	2.13	1.61	1.87
CONNECTICUT	1.64	2.33	3.36	2.77	2.88
DELAWARE	1.75	1.70	3.82	3.29	3.10
DISTRICT OF COLUMBIA	0.00	0.00	1.28	0.99	0.40
FLORIDA	1.34	1.26	2.60	2.17	2.31
GEORGIA	1.08	0.74	0.98	0.76	0.92
HAWAII	10.23	11.78	4.80	1.45	2.57
IDAHO	3.03	3.07	4.44	1.66	2.22
ILLINOIS	2.33	0.77	2.13	1.32	1.83
INDIANA	1.78	3.08	3.54	1.90	3.65
IOWA	2.59	0.89	1.36	0.99	1.28
KANSAS	1.67	1.46	3.09	2.05	2.16
KENTUCKY	6.44	2.12	2.54	1.14	1.93
LOUISIANA	0.71	1.01	1.29	0.50	1.06
MAINE	2.18	1.76	1.62	0.48	2.06
MARYLAND	1.20	0.98	2.43	1.17	2.29
MASSACHUSETTS	3.74	2.70	5.75	5.45	4.25
MICHIGAN	3.34	0.92	1.86	1.26	1.88
MINNESOTA	2.39	0.54	1.76	1.03	1.56
MISSISSIPPI	0.34	1.48	2.47	0.86	1.65
MISSOURI	0.47	1.42	1.54	0.85	1.37
MONTANA	2.93	3.87	3.03	0.76	1.65
NEBRASKA	1.68	1.16	2.06	1.45	1.71
NEVADA	2.14	1.05	1.97	0.75	1.23
NEW HAMPSHIRE	0.00	2.99	2.76	2.61	2.77
NEW JERSEY	1.57	1.00	1.90	1.24	1.77
NEW MEXICO	2.93	1.70	2.00	1.92	2.07
NEW YORK	1.73	1.17	1.83	1.65	3.04
NORTH CAROLINA	1.75	1.92	1.83	0.89	1.15
NORTH DAKOTA	2.10	3.66	1.12	0.89	1.51
OHIO	1.38	1.63	1.97	1.58	1.75
OKLAHOMA	0.77	0.98	2.16	0.93	2.00
OREGON	2.58	0.78	1.46	1.11	1.45
PENNSYLVANIA	3.33	1.17	1.79	2.07	2.30
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.16	1.19	3.73	2.81	2.39
SOUTH CAROLINA	1.05	1.08	1.80	0.85	1.27
SOUTH DAKOTA	4.39	1.66	1.52	0.82	1.77
TENNESSEE	1.41	1.89	2.04	1.45	1.87
TEXAS	1.34	1.22	1.87	1.56	1.72
UTAH	4.12	1.64	2.56	1.13	1.81
VERMONT	7.27	2.22	4.55	1.44	2.17
VIRGINIA	0.16	0.51	1.45	0.75	1.10
WASHINGTON	2.11	0.75	1.62	1.31	1.11
WEST VIRGINIA	1.00	2.65	2.50	0.28	2.14
WISCONSIN	2.64	1.73	5.19	2.39	2.27
WYOMING	4.65	10.78	4.40	1.66	2.41
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
50 STATES & D.C.	2.13	1.69	2.00	1.43	1.90

Please see data notes for an explanation of individual state differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Population data are provided from Summary File 1 of the 2000 Census, U.S. Census Bureau.
Race/ethnicity population data come from tables PCT12H through PCT12O. Counts for Asian, not Hispanic (PCT12L) and Native Hawaiian and other Pacific Islander, not Hispanic (PCT12M) were combined. Counts for some other race, not Hispanic (PCT12N) and two or more races, not Hispanic (PCT12O) were allocated to the OSEP non-Hispanic reporting categories based on the percent distribution of the population in these categories.
Data based on the December 1, 2000 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

AMERICAN INDIAN/ALASKA NATIVE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	1	0	1	0	0	0
ALASKA	1	20	46	10	19	0
ARIZONA	1	16	33	1	7	17
ARKANSAS	0	0	4	0	0	0
CALIFORNIA	0	2	0	8	0	1
COLORADO	2	4	10	4	6	2
CONNECTICUT	0	0	1	0	0	1
DELAWARE	0	0	1	0	1	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	1	0	6	0	6	1
GEORGIA	1	0	0	0	0	0
HAWAII	0	0	7	0	1	8
IDAHO	1	1	1	1	2	0
ILLINOIS	0	0	0	0	0	2
INDIANA	1	0	0	0	0	0
IOWA	1	0	2	0	1	2
KANSAS	2	2	5	1	1	0
KENTUCKY	1	0	0	.	.	0
LOUISIANA	2	1	1.	1	2	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	1
MASSACHUSETTS	.	1	22	22	0	2
MICHIGAN	1	2	40	28	16	26
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	1	0	2	0	0	1
MONTANA	39	53	130	36	27	12
NEBRASKA	0	0	0	2	0	0
NEVADA	1	0	5	0	1	0
NEW HAMPSHIRE	1	.	.	.	.	.
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	3	30	48	29	23	16
NEW YORK	2	4	9	0	0	0
NORTH CAROLINA	2	7	17	12	13	8
NORTH DAKOTA	2	0	46	5	6	0
OHIO	1	4	10	2	4	2
OKLAHOMA	.	1	0	0	0	8
OREGON	0	13	4	9	1	1
PENNSYLVANIA	0	0	1	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	1	0	.	0
SOUTH CAROLINA	0	0	0	1	0	0
SOUTH DAKOTA	0	5	8	1	1	0
TENNESSEE	1	1	3	0	0	0
TEXAS	2	0	1	0	1	0
UTAH	0	1	24	2	0	1
VERMONT	0	0	0	0	1	1
VIRGINIA	0	0	0	0	0	0
WASHINGTON	3	9	176	153	8	8
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	2	9	3	0	3
WYOMING	3	0	25	8	2	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	77	179	699	339	150	127
50 STATES, D.C. & P.R.	77	179	699	339	150	127

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

AMERICAN INDIAN/ALASKA NATIVE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	SOCIAL WORK SERVICES
ALABAMA	0	2	1	0	0
ALASKA	6	45	87	1	5
ARIZONA	5	87	96	2	6
ARKANSAS	0	2	3	0	1
CALIFORNIA	2	5	4	22	0
COLORADO	1	8	6	1	2
CONNECTICUT	0	2	3	0	0
DELAWARE	0	2	2	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	1	3	3	0	0
GEORGIA	0	2	1	0	0
HAWAII	1	3	2	0	1
IDAHO	2	8	4	1	6
ILLINOIS	0	7	7	0	0
INDIANA	1	5	5	0	0
IOWA	2	4	3	2	2
KANSAS	5	7	10	0	2
KENTUCKY	0	4	5	0	0
LOUISIANA	0	5	6	0	0
MAINE	0	1	1	0	0
MARYLAND	0	2	2	0	0
MASSACHUSETTS	0	2	2	1	3
MICHIGAN	18	21	19	6	26
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0	1	0	0	0
MISSOURI	0	2	2	0	0
MONTANA	27	43	25	6	21
NEBRASKA	1	3	3	2	0
NEVADA	2	2	2	0	2
NEW HAMPSHIRE	.	.	8	.	.
NEW JERSEY	0	0	1	0	0
NEW MEXICO	20	83	83	5	22
NEW YORK	1	15	14	1	4
NORTH CAROLINA	19	7	14	0	10
NORTH DAKOTA	7	12	9	0	9
OHIO	0	3	3	0	3
OKLAHOMA	3	29	31	1	1
OREGON	3	15	20	0	0
PENNSYLVANIA	0	5	5	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	2	0	7	0	0
SOUTH CAROLINA	2	2	2	0	0
SOUTH DAKOTA	2	64	72	0	0
TENNESSEE	1	2	1	0	2
TEXAS	0	4	3	0	1
UTAH	2	3	1	0	1
VERMONT	1	1	1	0	2
VIRGINIA	0	1	2	0	0
WASHINGTON	13	32	25	3	21
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	1	31	22	0	2
WYOMING	4	16	16	2	3
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
U.S. AND OUTLYING AREAS	155	603	644	56	158
50 STATES, D.C. & P.R.	155	603	644	56	158

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

AMERICAN INDIAN/ALASKA NATIVE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	0	1	0	0	0
ALASKA	182	137	1	14	0
ARIZONA	178	110	19	15	73
ARKANSAS	4	4	2	0	1
CALIFORNIA	23	13	4	2	3
COLORADO	4	12	1	3	7
CONNECTICUT	4	6	0	0	1
DELAWARE	0	2	0	0	2
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	1	6	4	0	34
GEORGIA	2	2	0	0	0
HAWAII	1	3	1	0	1
IDAHO	15	9	4	2	0
ILLINOIS	9	6	0	0	.
INDIANA	4	3	1	0	0
IOWA	5	2	2	0	2
KANSAS	13	16	1	1	0
KENTUCKY	.	7	0	0	4
LOUISIANA	10	4	0	0	4
MAINE	1	2	0	0	0
MARYLAND	3	2	0	1	0
MASSACHUSETTS	5	3	6	1	0
MICHIGAN	22	20	9	1	35
MINNESOTA	.	.	.	.	.
MISSISSIPPI	2	1	0	0	0
MISSOURI	2	3	1	1	1
MONTANA	72	45	20	10	130
NEBRASKA	11	7	0	0	0
NEVADA	6	0	0	0	6
NEW HAMPSHIRE	3	3	.	3	1
NEW JERSEY	1	0	0	0	0
NEW MEXICO	188	148	36	18	241
NEW YORK	27	44	15	0	0
NORTH CAROLINA	34	11	8	4	64
NORTH DAKOTA	11	9	3	7	47
OHIO	4	3	4	0	28
OKLAHOMA	64	57	0	0	0
OREGON	19	18	9	2	0
PENNSYLVANIA	9	6	0	2	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	3	6	0	0	0
SOUTH CAROLINA	2	1	0	1	1
SOUTH DAKOTA	136	105	85	3	0
TENNESSEE	1	2	0	0	1
TEXAS	19	6	1	1	0
UTAH	27	11	7	0	0
VERMONT	4	2	0	0	0
VIRGINIA	2	2	0	0	0
WASHINGTON	49	56	37	2	56
WEST VIRGINIA	1	0	0	0	0
WISCONSIN	29	37	9	2	1
WYOMING	14	19	5	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,226	972	295	97	744
50 STATES, D.C. & P.R.	1,226	972	295	97	744

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

STATE	AMERICAN INDIAN/ALASKA NATIVE ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	50.00	0.00	50.00	0.00	0.00	0.00
ALASKA	0.43	8.66	19.91	4.33	8.23	0.00
ARIZONA	0.42	6.67	13.75	0.42	2.92	7.08
ARKANSAS	0.00	0.00	80.00	0.00	0.00	0.00
CALIFORNIA	0.00	3.13	0.00	12.50	0.00	1.56
COLORADO	9.52	19.05	47.62	19.05	28.57	9.52
CONNECTICUT	0.00	0.00	7.69	0.00	0.00	7.69
DELAWARE	0.00	0.00	50.00	0.00	50.00	50.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8.33	0.00	50.00	0.00	50.00	8.33
GEORGIA	25.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	46.67	0.00	6.67	53.33
IDAHO	4.35	4.35	4.35	4.35	8.70	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	18.18
INDIANA	16.67	0.00	0.00	0.00	0.00	0.00
IOWA	12.50	0.00	25.00	0.00	12.50	25.00
KANSAS	10.00	10.00	25.00	5.00	5.00	0.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	15.38	7.69	7.69	7.69	15.38	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00	25.00
MASSACHUSETTS	.	5.26	115.79	115.79	0.00	10.53
MICHIGAN	1.32	2.63	52.63	36.84	21.05	34.21
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	25.00	0.00	50.00	0.00	0.00	25.00
MONTANA	30.00	40.77	100.00	27.69	20.77	9.23
NEBRASKA	0.00	0.00	0.00	18.18	0.00	0.00
NEVADA	16.67	0.00	83.33	0.00	16.67	0.00
NEW HAMPSHIRE	11.11	.	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	1.17	11.67	18.68	11.28	8.95	6.23
NEW YORK	3.70	7.41	16.67	0.00	0.00	0.00
NORTH CAROLINA	2.56	8.97	21.79	15.38	16.67	10.26
NORTH DAKOTA	4.26	0.00	97.87	10.64	12.77	0.00
OHIO	7.14	28.57	71.43	14.29	28.57	14.29
OKLAHOMA	.	0.51	0.00	0.00	0.00	4.10
OREGON	0.00	43.33	13.33	30.00	3.33	3.33
PENNSYLVANIA	0.00	0.00	6.25	0.00	0.00	0.00
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	0.00	0.00	11.11	0.00	.	0.00
SOUTH CAROLINA	0.00	0.00	0.00	50.00	0.00	0.00
SOUTH DAKOTA	0.00	2.78	4.44	0.56	0.56	0.00
TENNESSEE	25.00	25.00	75.00	0.00	0.00	0.00
TEXAS	9.09	0.00	4.55	0.00	4.55	0.00
UTAH	0.00	1.54	36.92	3.08	0.00	1.54
VERMONT	0.00	0.00	0.00	0.00	16.67	16.67
VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	3.26	9.78	191.30	166.30	8.70	8.70
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	3.45	15.52	5.17	0.00	5.17
WYOMING	10.00	0.00	83.33	26.67	6.67	6.67
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.54	8.22	32.09	15.56	6.89	5.83
50 STATES, D.C. & P.R.	3.54	8.22	32.09	15.56	6.89	5.83

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

AMERICAN INDIAN/ALASKA NATIVE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0.00	100.00	50.00	0.00	0.00	0.00
ALASKA	2.60	19.48	37.66	0.43	6.06	2.16
ARIZONA	2.08	36.25	40.00	0.83	17.50	2.50
ARKANSAS	0.00	40.00	60.00	0.00	0.00	20.00
CALIFORNIA	3.13	7.81	6.25	34.38	6.25	0.00
COLORADO	4.76	38.10	28.57	4.76	0.00	9.52
CONNECTICUT	0.00	15.38	23.08	0.00	0.00	0.00
DELAWARE	0.00	100.00	100.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8.33	25.00	25.00	0.00	0.00	0.00
GEORGIA	0.00	50.00	25.00	0.00	25.00	0.00
HAWAII	6.67	20.00	13.33	0.00	6.67	6.67
IDAHO	8.70	34.78	17.39	4.35	4.35	26.09
ILLINOIS	0.00	63.64	63.64	0.00	.	0.00
INDIANA	16.67	83.33	83.33	0.00	0.00	0.00
IOWA	25.00	50.00	37.50	25.00	12.50	25.00
KANSAS	25.00	35.00	50.00	0.00	0.00	10.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	38.46	46.15	0.00	0.00	0.00
MAINE	0.00	20.00	20.00	0.00	0.00	0.00
MARYLAND	0.00	50.00	50.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	10.53	10.53	5.26	.	15.79
MICHIGAN	23.68	27.63	25.00	7.89	15.79	34.21
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	25.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	50.00	50.00	0.00	0.00	0.00
MONTANA	20.77	33.08	19.23	4.62	52.31	16.15
NEBRASKA	9.09	27.27	27.27	18.18	9.09	0.00
NEVADA	33.33	33.33	33.33	0.00	16.67	33.33
NEW HAMPSHIRE	.	.	88.89	.	11.11	.
NEW JERSEY	0.00	0.00	100.00	0.00	0.00	0.00
NEW MEXICO	7.78	32.30	32.30	1.95	2.33	8.56
NEW YORK	1.85	27.78	25.93	1.85	1.85	7.41
NORTH CAROLINA	24.36	8.97	17.95	0.00	3.85	12.82
NORTH DAKOTA	14.89	25.53	19.15	0.00	8.51	19.15
OHIO	0.00	21.43	21.43	0.00	14.29	21.43
OKLAHOMA	1.54	14.87	15.90	0.51	0.00	0.51
OREGON	10.00	50.00	66.67	0.00	0.00	0.00
PENNSYLVANIA	0.00	31.25	31.25	0.00	0.00	0.00
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	22.22	0.00	77.78	0.00	.	0.00
SOUTH CAROLINA	100.00	100.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	1.11	35.56	40.00	0.00	0.00	0.00
TENNESSEE	25.00	50.00	25.00	0.00	0.00	50.00
TEXAS	0.00	18.18	13.64	0.00	0.00	4.55
UTAH	3.08	4.62	1.54	0.00	0.00	1.54
VERMONT	16.67	16.67	16.67	0.00	33.33	33.33
VIRGINIA	0.00	25.00	50.00	0.00	0.00	0.00
WASHINGTON	14.13	34.78	27.17	3.26	2.17	22.83
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.72	53.45	37.93	0.00	0.00	3.45
WYOMING	13.33	53.33	53.33	6.67	0.00	10.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	7.12	27.69	29.57	2.57	7.67	7.25
50 STATES, D.C. & P.R.	7.12	27.69	29.57	2.57	7.67	7.25

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

AMERICAN INDIAN/ALASKA NATIVE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	0.00	50.00	0.00	0.00	0.00
ALASKA	78.79	59.31	0.43	6.06	0.00
ARIZONA	74.17	45.83	7.92	6.25	30.42
ARKANSAS	80.00	80.00	40.00	0.00	20.00
CALIFORNIA	35.94	20.31	6.25	3.13	4.69
COLORADO	19.05	57.14	4.76	14.29	33.33
CONNECTICUT	30.77	46.15	0.00	0.00	7.69
DELAWARE	0.00	100.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	8.33	50.00	33.33	0.00	283.33
GEORGIA	50.00	50.00	0.00	0.00	0.00
HAWAII	6.67	20.00	6.67	0.00	6.67
IDAHO	65.22	39.13	17.39	8.70	0.00
ILLINOIS	81.82	54.55	0.00	0.00	.
INDIANA	66.67	50.00	16.67	0.00	0.00
IOWA	62.50	25.00	25.00	0.00	25.00
KANSAS	65.00	80.00	5.00	5.00	0.00
KENTUCKY	.	.	.	.	.
LOUISIANA	76.92	30.77	0.00	0.00	30.77
MAINE	20.00	40.00	0.00	0.00	0.00
MARYLAND	75.00	50.00	0.00	25.00	0.00
MASSACHUSETTS	26.32	15.79	31.58	5.26	0.00
MICHIGAN	28.95	26.32	11.84	1.32	46.05
MINNESOTA	.	.	.	.	.
MISSISSIPPI	50.00	25.00	0.00	0.00	0.00
MISSOURI	50.00	75.00	25.00	25.00	25.00
MONTANA	55.38	34.62	15.38	7.69	100.00
NEBRASKA	100.00	63.64	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	33.33	33.33	.	33.33	11.11
NEW JERSEY	100.00	0.00	0.00	0.00	0.00
NEW MEXICO	73.15	57.59	14.01	7.00	93.77
NEW YORK	50.00	81.48	27.78	0.00	0.00
NORTH CAROLINA	43.59	14.10	10.26	5.13	82.05
NORTH DAKOTA	23.40	19.15	6.38	14.89	100.00
OHIO	28.57	21.43	28.57	0.00	200.00
OKLAHOMA	32.82	29.23	0.00	0.00	0.00
OREGON	63.33	60.00	30.00	6.67	0.00
PENNSYLVANIA	56.25	37.50	0.00	12.50	0.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	33.33	66.67	0.00	0.00	0.00
SOUTH CAROLINA	100.00	50.00	0.00	50.00	50.00
SOUTH DAKOTA	75.56	58.33	47.22	1.67	0.00
TENNESSEE	25.00	50.00	0.00	0.00	25.00
TEXAS	86.36	27.27	4.55	4.55	0.00
UTAH	41.54	16.92	10.77	0.00	0.00
VERMONT	66.67	33.33	0.00	0.00	0.00
VIRGINIA	50.00	50.00	0.00	0.00	0.00
WASHINGTON	53.26	60.87	40.22	2.17	60.87
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	50.00	63.79	15.52	3.45	1.72
WYOMING	46.67	63.33	16.67	3.33	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
U.S. AND OUTLYING AREAS	56.29	44.63	13.54	4.45	34.16
50 STATES, D.C. & P.R.	56.29	44.63	13.54	4.45	34.16

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	2	2	2	0	0	2
ALASKA	0	8	4	3	4	2
ARIZONA	0	0	2	0	0	5
ARKANSAS	0	0	15	0	0	2
CALIFORNIA	8	16	24	68	2	12
COLORADO	3	1	9	9	7	3
CONNECTICUT	0	3	2	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	1	0	0	0
FLORIDA	15	1	59	1	66	14
GEORGIA	9	3	2	0	1	0
HAWAII	106	245	1,571	179	184	733
IDAHO	0	1	1	0	5	0
ILLINOIS	7	19	17	2	1	26
INDIANA	11	14	0	0	0	1
IOWA	1	1	0	0	0	1
KANSAS	8	6	11	1	3	3
KENTUCKY	3	0	0	.	.	0
LOUISIANA	0	3	1	1	3	2
MAINE	0	0	0	0	0	0
MARYLAND	0	14	13	1	0	6
MASSACHUSETTS	.	7	253	253	0	21
MICHIGAN	0	7	20	17	1	23
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	1	0	0	0
MISSOURI	4	5	10	5	0	0
MONTANA	6	3	9	2	4	1
NEBRASKA	0	0	1	3	0	0
NEVADA	6	1	36	0	3	0
NEW HAMPSHIRE	2	2	4	.	.	.
NEW JERSEY	0	7	11	0	4	1
NEW MEXICO	1	1	3	1	0	1
NEW YORK	2	24	39	0	0	1
NORTH CAROLINA	1	6	10	13	12	6
NORTH DAKOTA	0	1	2	0	0	0
OHIO	0	4	53	12	15	12
OKLAHOMA	.	0	0	0	0	0
OREGON	0	2	9	0	0	5
PENNSYLVANIA	0	11	1	0	0	7
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	1	3	0	.	1
SOUTH CAROLINA	0	1	0	0	0	1
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	3	6	19	5	6	5
TEXAS	30	11	51	5	5	9
UTAH	0	1	5	0	1	2
VERMONT	0	0	1	0	1	1
VIRGINIA	2	2	7	0	2	1
WASHINGTON	9	8	39	8	14	12
WEST VIRGINIA	0	0	1	0	0	0
WISCONSIN	1	0	9	0	0	2
WYOMING	1	1	5	1	1	0
AMERICAN SAMOA	0	0	0	0	1	0
GUAM	4	127	217	0	0	8
NORTHERN MARIANAS	3	36	4	2	0	0
PALAU	0	0	4	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	249	613	2,561	592	346	932
50 STATES, D.C. & P.R.	242	450	2,336	590	345	924

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0	13	13	1	0	0
ALASKA	3	19	19	0	2	3
ARIZONA	1	12	14	0	1	2
ARKANSAS	1	9	7	1	0	1
CALIFORNIA	4	139	94	23	151	3
COLORADO	6	8	15	1	5	3
CONNECTICUT	0	31	36	0	0	4
DELAWARE	1	1	2	0	0	1
DISTRICT OF COLUMBIA	0	1	1	0	0	0
FLORIDA	0	37	34	0	0	0
GEORGIA	2	21	25	0	13	0
HAWAII	234	711	487	253	138	771
IDAHO	0	6	4	3	0	4
ILLINOIS	2	71	76	12	.	11
INDIANA	5	29	35	1	0	0
IOWA	0	2	5	0	0	0
KANSAS	6	15	14	0	1	5
KENTUCKY	0	10	10	0	0	0
LOUISIANA	2	10	10	0	0	1
MAINE	0	1	2	0	0	0
MARYLAND	0	39	49	0	1	2
MASSACHUSETTS	5	26	23	16	.	32
MICHIGAN	4	29	27	2	6	17
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	0	0	1	0
MISSOURI	3	11	10	0	2	1
MONTANA	3	3	3	1	3	0
NEBRASKA	1	2	2	0	0	0
NEVADA	12	9	23	0	0	1
NEW HAMPSHIRE	.	6	5	.	.	1
NEW JERSEY	1	20	44	0	0	7
NEW MEXICO	0	3	3	0	1	1
NEW YORK	2	97	121	2	5	9
NORTH CAROLINA	13	13	16	3	2	12
NORTH DAKOTA	1	1	0	0	0	1
OHIO	8	22	26	0	3	11
OKLAHOMA	0	9	5	0	0	0
OREGON	1	19	20	0	1	2
PENNSYLVANIA	0	75	72	5	0	8
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	3	3	3	0	.	0
SOUTH CAROLINA	4	8	11	0	0	1
SOUTH DAKOTA	0	0	1	0	0	0
TENNESSEE	5	8	11	0	0	7
TEXAS	39	101	87	1	4	15
UTAH	0	1	0	0	0	2
VERMONT	1	3	3	0	3	0
VIRGINIA	1	29	49	0	8	2
WASHINGTON	12	56	51	1	1	15
WEST VIRGINIA	1	7	6	0	0	0
WISCONSIN	1	31	35	2	0	16
WYOMING	0	2	2	0	0	1
AMERICAN SAMOA	0	1	7	0	0	0
GUAM	6	27	49	87	0	19
NORTHERN MARIANAS	0	23	28	1	.	13
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	394	1,831	1,695	416	352	1,005
50 STATES, D.C. & P.R.	388	1,780	1,611	328	352	973

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	6	14	0	3	0
ALASKA	33	18	0	2	0
ARIZONA	20	15	1	0	8
ARKANSAS	15	16	2	0	0
CALIFORNIA	502	154	47	19	64
COLORADO	7	13	2	1	5
CONNECTICUT	44	32	0	1	3
DELAWARE	2	3	0	1	8
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	1	57	27	0	336
GEORGIA	15	33	3	2	8
HAWAII	504	645	192	53	153
IDAHO	7	8	1	1	0
ILLINOIS	96	110	3	0	.
INDIANA	42	46	1	3	0
IOWA	12	5	0	1	0
KANSAS	18	13	2	8	2
KENTUCKY	.	14	0	0	7
LOUISIANA	18	7	1	3	17
MAINE	1	3	1	0	0
MARYLAND	56	62	9	5	0
MASSACHUSETTS	58	38	66	15	0
MICHIGAN	26	30	6	4	25
MINNESOTA	.	.	.	.	.
MISSISSIPPI	2	1	0	0	0
MISSOURI	11	14	9	0	2
MONTANA	2	4	0	2	9
NEBRASKA	10	4	0	0	0
NEVADA	46	16	0	0	46
NEW HAMPSHIRE	2	13	.	2	6
NEW JERSEY	124	68	0	7	3
NEW MEXICO	4	6	1	0	9
NEW YORK	162	219	51	3	0
NORTH CAROLINA	37	15	3	3	74
NORTH DAKOTA	3	1	0	0	3
OHIO	28	39	11	1	133
OKLAHOMA	2	10	0	0	0
OREGON	9	33	4	5	0
PENNSYLVANIA	83	85	0	12	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	8	4	2	0	3
SOUTH CAROLINA	10	9	0	3	0
SOUTH DAKOTA	0	2	0	0	0
TENNESSEE	10	20	8	1	13
TEXAS	176	122	6	8	4
UTAH	5	2	5	1	0
VERMONT	9	7	1	0	0
VIRGINIA	43	46	6	2	3
WASHINGTON	73	62	11	6	13
WEST VIRGINIA	10	9	2	0	0
WISCONSIN	45	64	9	1	0
WYOMING	6	6	1	0	0
AMERICAN SAMOA	0	1	0	3	0
GUAM	84	139	34	2	0
NORTHERN MARIANAS	33	31	4	11	8
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,520	2,358	532	195	965
50 STATES, D.C. & P.R.	2,403	2,217	494	179	957

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	14.29	14.29	14.29	0.00	0.00	14.29
ALASKA	0.00	20.00	10.00	7.50	10.00	5.00
ARIZONA	0.00	0.00	6.25	0.00	0.00	15.63
ARKANSAS	0.00	0.00	83.33	0.00	0.00	11.11
CALIFORNIA	0.85	1.70	2.55	7.22	0.21	1.27
COLORADO	5.08	1.69	15.25	15.25	11.86	5.08
CONNECTICUT	0.00	3.33	2.22	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	18.75	1.25	73.75	1.25	82.50	17.50
GEORGIA	16.67	5.56	3.70	0.00	1.85	0.00
HAWAII	4.08	9.44	60.52	6.90	7.09	28.24
IDAHO	0.00	9.09	9.09	0.00	45.45	0.00
ILLINOIS	5.93	16.10	14.41	1.69	0.85	22.03
INDIANA	16.18	20.59	0.00	0.00	0.00	1.47
IOWA	7.69	7.69	0.00	0.00	0.00	7.69
KANSAS	20.51	15.38	28.21	2.56	7.69	7.69
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	14.29	4.76	4.76	14.29	9.52
MAINE	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	14.89	13.83	1.06	0.00	6.38
MASSACHUSETTS	.	2.81	101.61	101.61	0.00	8.43
MICHIGAN	0.00	9.21	26.32	22.37	1.32	30.26
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	14.29	14.29	0.00	0.00	0.00
MISSOURI	16.00	20.00	40.00	20.00	0.00	0.00
MONTANA	66.67	33.33	100.00	22.22	44.44	11.11
NEBRASKA	0.00	0.00	10.00	30.00	0.00	0.00
NEVADA	13.04	2.17	78.26	0.00	6.52	0.00
NEW HAMPSHIRE	20.00	20.00	40.00	.	.	.
NEW JERSEY	0.00	3.55	5.58	0.00	2.03	0.51
NEW MEXICO	11.11	11.11	33.33	11.11	0.00	11.11
NEW YORK	0.67	8.00	13.00	0.00	0.00	0.33
NORTH CAROLINA	1.06	6.38	10.64	13.83	12.77	6.38
NORTH DAKOTA	0.00	33.33	66.67	0.00	0.00	0.00
OHIO	0.00	5.63	74.65	16.90	21.13	16.90
OKLAHOMA	.	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	5.00	22.50	0.00	0.00	12.50
PENNSYLVANIA	0.00	6.51	0.59	0.00	0.00	4.14
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	0.00	6.67	20.00	0.00	.	6.67
SOUTH CAROLINA	0.00	5.00	0.00	0.00	0.00	5.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	6.98	13.95	44.19	11.63	13.95	11.63
TEXAS	10.95	4.01	18.61	1.82	1.82	3.28
UTAH	0.00	2.94	14.71	0.00	2.94	5.88
VERMONT	0.00	0.00	9.09	0.00	9.09	9.09
VIRGINIA	3.17	3.17	11.11	0.00	3.17	1.59
WASHINGTON	8.65	7.69	37.50	7.69	13.46	11.54
WEST VIRGINIA	0.00	0.00	20.00	0.00	0.00	0.00
WISCONSIN	1.16	0.00	10.47	0.00	0.00	2.33
WYOMING	25.00	25.00	125.00	25.00	25.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	3.23	0.00
GUAM	1.84	58.53	100.00	0.00	0.00	3.69
NORTHERN MARIANAS	7.69	92.31	10.26	5.13	0.00	0.00
PALAU	0.00	0.00	133.33	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.74	9.21	38.46	8.89	5.20	14.00
50 STATES, D.C. & P.R.	3.80	7.07	36.68	9.26	5.42	14.51

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0.00	92.86	92.86	7.14	0.00	0.00
ALASKA	7.50	47.50	47.50	0.00	5.00	7.50
ARIZONA	3.13	37.50	43.75	0.00	3.13	6.25
ARKANSAS	5.56	50.00	38.89	5.56	0.00	5.56
CALIFORNIA	0.42	14.76	9.98	2.44	16.03	0.32
COLORADO	10.17	13.56	25.42	1.69	8.47	5.08
CONNECTICUT	0.00	34.44	40.00	0.00	0.00	4.44
DELAWARE	9.09	9.09	18.18	0.00	0.00	9.09
DISTRICT OF COLUMBIA	0.00	100.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	46.25	42.50	0.00	0.00	0.00
GEORGIA	3.70	38.89	46.30	0.00	24.07	0.00
HAWAII	9.01	27.39	18.76	9.75	5.32	29.70
IDAHO	0.00	54.55	36.36	27.27	0.00	36.36
ILLINOIS	1.69	60.17	64.41	10.17	.	9.32
INDIANA	7.35	42.65	51.47	1.47	0.00	0.00
IOWA	0.00	15.38	38.46	0.00	0.00	0.00
KANSAS	15.38	38.46	35.90	0.00	2.56	12.82
KENTUCKY	.	.	.	.	.	.
LOUISIANA	9.52	47.62	47.62	0.00	0.00	4.76
MAINE	0.00	14.29	28.57	0.00	0.00	0.00
MARYLAND	0.00	41.49	52.13	0.00	1.06	2.13
MASSACHUSETTS	2.01	10.44	9.24	6.43	.	12.85
MICHIGAN	5.26	38.16	35.53	2.63	7.89	22.37
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	14.29	0.00	0.00	14.29	0.00
MISSOURI	12.00	44.00	40.00	0.00	8.00	4.00
MONTANA	33.33	33.33	33.33	11.11	33.33	0.00
NEBRASKA	10.00	20.00	20.00	0.00	0.00	0.00
NEVADA	26.09	19.57	50.00	0.00	0.00	2.17
NEW HAMPSHIRE	.	60.00	50.00	.	.	10.00
NEW JERSEY	0.51	10.15	22.34	0.00	0.00	3.55
NEW MEXICO	0.00	33.33	33.33	0.00	11.11	11.11
NEW YORK	0.67	32.33	40.33	0.67	1.67	3.00
NORTH CAROLINA	13.83	13.83	17.02	3.19	2.13	12.77
NORTH DAKOTA	33.33	33.33	0.00	0.00	0.00	33.33
OHIO	11.27	30.99	36.62	0.00	4.23	15.49
OKLAHOMA	0.00	34.62	19.23	0.00	0.00	0.00
OREGON	2.50	47.50	50.00	0.00	2.50	5.00
PENNSYLVANIA	0.00	44.38	42.60	2.96	0.00	4.73
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	20.00	20.00	20.00	0.00	.	0.00
SOUTH CAROLINA	20.00	40.00	55.00	0.00	0.00	5.00
SOUTH DAKOTA	0.00	0.00	50.00	0.00	0.00	0.00
TENNESSEE	11.63	18.60	25.58	0.00	0.00	16.28
TEXAS	14.23	36.86	31.75	0.36	1.46	5.47
UTAH	0.00	2.94	0.00	0.00	0.00	5.88
VERMONT	9.09	27.27	27.27	0.00	27.27	0.00
VIRGINIA	1.59	46.03	77.78	0.00	12.70	3.17
WASHINGTON	11.54	53.85	49.04	0.96	0.96	14.42
WEST VIRGINIA	20.00	140.00	120.00	0.00	0.00	0.00
WISCONSIN	1.16	36.05	40.70	2.33	0.00	18.60
WYOMING	0.00	50.00	50.00	0.00	0.00	25.00
AMERICAN SAMOA	0.00	3.23	22.58	0.00	0.00	0.00
GUAM	2.76	12.44	22.58	40.09	0.00	8.76
NORTHERN MARIANAS	0.00	58.97	71.79	2.56	.	33.33
PALAU	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.92	27.50	25.45	6.25	5.29	15.09
50 STATES, D.C. & P.R.	6.09	27.95	25.29	5.15	5.53	15.28

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

ASIAN/PACIFIC ISLANDER

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	42.86	100.00	0.00	21.43	0.00
ALASKA	82.50	45.00	0.00	5.00	0.00
ARIZONA	62.50	46.88	3.13	0.00	25.00
ARKANSAS	83.33	88.89	11.11	0.00	0.00
CALIFORNIA	53.29	16.35	4.99	2.02	6.79
COLORADO	11.86	22.03	3.39	1.69	8.47
CONNECTICUT	48.89	35.56	0.00	1.11	3.33
DELAWARE	18.18	27.27	0.00	9.09	72.73
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	1.25	71.25	33.75	0.00	420.00
GEORGIA	27.78	61.11	5.56	3.70	14.81
HAWAII	19.41	24.85	7.40	2.04	5.89
IDAHO	63.64	72.73	9.09	9.09	0.00
ILLINOIS	81.36	93.22	2.54	0.00	.
INDIANA	61.76	67.65	1.47	4.41	0.00
IOWA	92.31	38.46	0.00	7.69	0.00
KANSAS	46.15	33.33	5.13	20.51	5.13
KENTUCKY	.	.	.	.	.
LOUISIANA	85.71	33.33	4.76	14.29	80.95
MAINE	14.29	42.86	14.29	0.00	0.00
MARYLAND	59.57	65.96	9.57	5.32	0.00
MASSACHUSETTS	23.29	15.26	26.51	6.02	0.00
MICHIGAN	34.21	39.47	7.89	5.26	32.89
MINNESOTA	.	.	.	.	.
MISSISSIPPI	28.57	14.29	0.00	0.00	0.00
MISSOURI	44.00	56.00	36.00	0.00	8.00
MONTANA	22.22	44.44	0.00	22.22	100.00
NEBRASKA	100.00	40.00	0.00	0.00	0.00
NEVADA	100.00	34.78	0.00	0.00	100.00
NEW HAMPSHIRE	20.00	130.00	.	20.00	60.00
NEW JERSEY	62.94	34.52	0.00	3.55	1.52
NEW MEXICO	44.44	66.67	11.11	0.00	100.00
NEW YORK	54.00	73.00	17.00	1.00	0.00
NORTH CAROLINA	39.36	15.96	3.19	3.19	78.72
NORTH DAKOTA	100.00	33.33	0.00	0.00	100.00
OHIO	39.44	54.93	15.49	1.41	187.32
OKLAHOMA	7.69	38.46	0.00	0.00	0.00
OREGON	22.50	82.50	10.00	12.50	0.00
PENNSYLVANIA	49.11	50.30	0.00	7.10	0.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	53.33	26.67	13.33	0.00	20.00
SOUTH CAROLINA	50.00	45.00	0.00	15.00	0.00
SOUTH DAKOTA	0.00	100.00	0.00	0.00	0.00
TENNESSEE	23.26	46.51	18.60	2.33	30.23
TEXAS	64.23	44.53	2.19	2.92	1.46
UTAH	14.71	5.88	14.71	2.94	0.00
VERMONT	81.82	63.64	9.09	0.00	0.00
VIRGINIA	68.25	73.02	9.52	3.17	4.76
WASHINGTON	70.19	59.62	10.58	5.77	12.50
WEST VIRGINIA	200.00	180.00	40.00	0.00	0.00
WISCONSIN	52.33	74.42	10.47	1.16	0.00
WYOMING	150.00	150.00	25.00	0.00	0.00
AMERICAN SAMOA	0.00	3.23	0.00	9.68	0.00
GUAM	38.71	50.23	15.67	0.92	0.00
NORTHERN MARIANAS	84.62	79.49	10.26	28.21	20.51
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
U.S. AND OUTLYING AREAS	37.84	35.41	7.99	2.93	14.49
50 STATES, D.C. & P.R.	37.73	34.81	7.76	2.81	15.03

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	15	67	448	3	6	30
ALASKA	0	1	3	0	0	0
ARIZONA	4	1	9	0	4	9
ARKANSAS	18	63	663	35	69	44
CALIFORNIA	7	16	1	114	0	1
COLORADO	2	8	30	30	25	8
CONNECTICUT	0	2	25	0	0	3
DELAWARE	5	12	31	15	88	21
DISTRICT OF COLUMBIA	24	0	134	70	23	103
FLORIDA	418	23	1,586	5	1,794	363
GEORGIA	153	95	38	3	12	11
HAWAII	6	3	27	3	3	30
IDAHO	0	2	0	1	6	0
ILLINOIS	7	137	222	69	2	301
INDIANA	77	112	0	1	2	15
IOWA	2	7	7	1	1	3
KANSAS	36	28	70	13	16	38
KENTUCKY	43	5	4	.	.	1
LOUISIANA	8	153	34	56	106	42
MAINE	0	0	0	0	0	0
MARYLAND	8	153	23	39	6	130
MASSACHUSETTS	.	25	847	847	0	69
MICHIGAN	28	42	347	422	86	243
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	34	145	161	0	29	0
MISSOURI	40	10	180	96	10	3
MONTANA	3	0	7	0	0	1
NEBRASKA	2	1	1	6	0	5
NEVADA	10	10	112	0	1	0
NEW HAMPSHIRE	1	1	3	1	.	.
NEW JERSEY	0	7	30	0	3	2
NEW MEXICO	1	2	10	0	0	8
NEW YORK	69	134	311	0	0	6
NORTH CAROLINA	20	91	157	172	220	66
NORTH DAKOTA	1	1	7	3	2	0
OHIO	9	45	909	169	193	201
OKLAHOMA	.	0	2	0	0	10
OREGON	2	1	6	1	1	3
PENNSYLVANIA	3	65	44	0	1	53
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	1	10	12	0	.	0
SOUTH CAROLINA	2	72	21	12	34	23
SOUTH DAKOTA	0	0	1	0	0	0
TENNESSEE	181	208	538	182	260	234
TEXAS	165	94	481	11	36	31
UTAH	1	0	6	0	0	0
VERMONT	1	0	2	0	1	1
VIRGINIA	29	29	94	4	30	13
WASHINGTON	20	11	48	11	14	7
WEST VIRGINIA	1	0	5	0	1	5
WISCONSIN	3	2	32	2	7	66
WYOMING	0	0	2	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	4	7	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	2	3	69	9	41	47
U.S. AND OUTLYING AREAS	1,462	1,901	7,807	2,406	3,133	2,251
50 STATES, D.C. & P.R.	1,460	1,894	7,731	2,397	3,092	2,204

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	12	444	475	57	0	9
ALASKA	0	10	14	0	1	0
ARIZONA	3	54	58	3	12	0
ARKANSAS	19	303	293	81	2	108
CALIFORNIA	2	77	87	47	124	5
COLORADO	20	32	42	1	15	7
CONNECTICUT	2	106	155	0	0	28
DELAWARE	55	87	92	9	0	42
DISTRICT OF COLUMBIA	59	84	87	42	2	77
FLORIDA	6	997	943	27	1	4
GEORGIA	43	452	566	20	183	9
HAWAII	9	31	22	5	3	19
IDAHO	1	3	3	4	7	7
ILLINOIS	63	905	873	236	.	186
INDIANA	15	427	486	11	0	14
IOWA	2	15	18	6	2	7
KANSAS	36	91	68	20	9	57
KENTUCKY	7	105	116	2	15	7
LOUISIANA	70	247	246	1	2	22
MAINE	0	2	3	0	0	0
MARYLAND	5	355	582	11	1	19
MASSACHUSETTS	17	86	78	52	.	107
MICHIGAN	174	305	205	72	55	455
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	16	34	31	5	88	43
MISSOURI	18	151	147	1	15	5
MONTANA	0	0	1	1	3	0
NEBRASKA	11	7	5	7	7	0
NEVADA	14	28	50	3	0	1
NEW HAMPSHIRE	.	2	.	.	.	.
NEW JERSEY	4	188	261	0	0	81
NEW MEXICO	0	9	8	0	1	8
NEW YORK	17	689	825	23	101	145
NORTH CAROLINA	116	111	253	12	17	155
NORTH DAKOTA	3	4	1	0	1	1
OHIO	137	446	353	19	54	243
OKLAHOMA	5	55	32	2	0	0
OREGON	2	21	24	1	0	0
PENNSYLVANIA	23	643	668	35	0	86
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	15	18	20	0	.	3
SOUTH CAROLINA	398	314	373	16	2	19
SOUTH DAKOTA	0	3	2	0	0	0
TENNESSEE	149	266	283	5	8	306
TEXAS	164	680	455	13	19	129
UTAH	0	2	0	0	0	1
VERMONT	1	2	3	0	1	0
VIRGINIA	14	371	629	3	100	21
WASHINGTON	27	74	55	17	1	29
WEST VIRGINIA	6	18	37	1	0	2
WISCONSIN	2	460	380	23	0	346
WYOMING	1	3	6	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	.	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	4	29	61	0	0	4
U.S. AND OUTLYING AREAS	1,767	9,847	10,476	894	853	2,817
50 STATES, D.C. & P.R.	1,763	9,817	10,414	894	853	2,813

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	348	664	100	65	2
ALASKA	13	13	0	0	0
ARIZONA	77	63	9	0	29
ARKANSAS	663	422	278	64	129
CALIFORNIA	814	159	183	18	76
COLORADO	21	27	8	5	32
CONNECTICUT	285	173	0	4	24
DELAWARE	130	116	30	38	224
DISTRICT OF COLUMBIA	20	107	43	6	0
FLORIDA	16	1,641	857	7	9,032
GEORGIA	678	717	116	39	220
HAWAII	23	30	5	0	6
IDAHO	2	9	0	0	0
ILLINOIS	1,385	1,171	168	8	.
INDIANA	441	409	78	18	1
IOWA	35	14	6	3	6
KANSAS	154	118	39	13	4
KENTUCKY	.	168	10	3	155
LOUISIANA	663	220	9	125	591
MAINE	2	5	1	0	0
MARYLAND	704	568	275	45	7
MASSACHUSETTS	195	127	220	51	0
MICHIGAN	298	183	138	26	476
MINNESOTA	.	.	.	.	.
MISSISSIPPI	380	269	6	7	1
MISSOURI	193	181	175	12	31
MONTANA	1	2	0	0	7
NEBRASKA	44	10	0	0	1
NEVADA	140	53	1	1	140
NEW HAMPSHIRE	3	5	.	1	8
NEW JERSEY	666	233	4	26	35
NEW MEXICO	13	10	8	0	27
NEW YORK	1,204	1,368	623	39	0
NORTH CAROLINA	614	189	109	69	1,148
NORTH DAKOTA	5	5	0	1	8
OHIO	529	469	278	25	1,870
OKLAHOMA	66	79	0	0	2
OREGON	14	27	4	1	0
PENNSYLVANIA	947	666	4	60	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	26	11	24	2	22
SOUTH CAROLINA	651	389	11	92	147
SOUTH DAKOTA	4	3	0	0	0
TENNESSEE	382	362	296	113	231
TEXAS	1,508	766	27	86	85
UTAH	4	1	5	2	0
VERMONT	2	4	0	0	0
VIRGINIA	549	591	76	27	35
WASHINGTON	95	91	21	4	26
WEST VIRGINIA	55	32	7	0	3
WISCONSIN	618	668	313	21	9
WYOMING	4	3	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	3	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	38	45	7	7	0
U.S. AND OUTLYING AREAS	15,722	13,659	4,572	1,134	14,850
50 STATES, D.C. & P.R.	15,684	13,611	4,565	1,127	14,850

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	1.48	6.63	44.31	0.30	0.59	2.97
ALASKA	0.00	4.35	13.04	0.00	0.00	0.00
ARIZONA	3.60	0.90	8.11	0.00	3.60	8.11
ARKANSAS	2.27	7.94	83.61	4.41	8.70	5.55
CALIFORNIA	0.40	0.91	0.06	6.50	0.00	0.06
COLORADO	1.16	4.65	17.44	17.44	14.53	4.65
CONNECTICUT	0.00	0.38	4.75	0.00	0.00	0.57
DELAWARE	1.93	4.63	11.97	5.79	33.98	8.11
DISTRICT OF COLUMBIA	14.37	0.00	80.24	41.92	13.77	61.68
FLORIDA	13.60	0.75	51.61	0.16	58.38	11.81
GEORGIA	10.81	6.71	2.69	0.21	0.85	0.78
HAWAII	8.57	4.29	38.57	4.29	4.29	42.86
IDAHO	0.00	18.18	0.00	9.09	54.55	0.00
ILLINOIS	0.48	9.36	15.16	4.71	0.14	20.56
INDIANA	7.85	11.42	0.00	0.10	0.20	1.53
IOWA	4.00	14.00	14.00	2.00	2.00	6.00
KANSAS	15.52	12.07	30.17	5.60	6.90	16.38
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.93	17.83	3.96	6.53	12.35	4.90
MAINE	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.58	11.18	1.68	2.85	0.44	9.50
MASSACHUSETTS	.	2.93	99.41	99.41	0.00	8.10
MICHIGAN	2.21	3.31	27.34	33.25	6.78	19.15
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	2.72	11.61	12.89	0.00	2.32	0.00
MISSOURI	9.41	2.35	42.35	22.59	2.35	0.71
MONTANA	42.86	0.00	100.00	0.00	0.00	14.29
NEBRASKA	4.55	2.27	2.27	13.64	0.00	11.36
NEVADA	7.09	7.09	79.43	0.00	0.71	0.00
NEW HAMPSHIRE	10.00	10.00	30.00	10.00	.	.
NEW JERSEY	0.00	0.72	3.07	0.00	0.31	0.20
NEW MEXICO	3.33	6.67	33.33	0.00	0.00	26.67
NEW YORK	3.64	7.06	16.39	0.00	0.00	0.32
NORTH CAROLINA	1.28	5.83	10.06	11.03	14.10	4.23
NORTH DAKOTA	12.50	12.50	87.50	37.50	25.00	0.00
OHIO	0.62	3.12	63.04	11.72	13.38	13.94
OKLAHOMA	.	0.00	0.79	0.00	0.00	3.97
OREGON	4.08	2.04	12.24	2.04	2.04	6.12
PENNSYLVANIA	0.17	3.63	2.46	0.00	0.06	2.96
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	1.61	16.13	19.35	0.00	.	0.00
SOUTH CAROLINA	0.18	6.60	1.92	1.10	3.12	2.11
SOUTH DAKOTA	0.00	0.00	25.00	0.00	0.00	0.00
TENNESSEE	17.75	20.39	52.75	17.84	25.49	22.94
TEXAS	8.09	4.61	23.58	0.54	1.76	1.52
UTAH	4.55	0.00	27.27	0.00	0.00	0.00
VERMONT	12.50	0.00	25.00	0.00	12.50	12.50
VIRGINIA	3.42	3.42	11.07	0.47	3.53	1.53
WASHINGTON	16.13	8.87	38.71	8.87	11.29	5.65
WEST VIRGINIA	2.56	0.00	12.82	0.00	2.56	12.82
WISCONSIN	0.31	0.21	3.32	0.21	0.73	6.84
WYOMING	0.00	0.00	20.00	0.00	0.00	10.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	57.14	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2.47	3.70	85.19	11.11	50.62	58.02
U.S. AND OUTLYING AREAS	4.45	5.79	23.77	7.33	9.54	6.85
50 STATES, D.C. & P.R.	4.46	5.78	23.60	7.32	9.44	6.73

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	1.19	43.92	46.98	5.64	0.00	0.89
ALASKA	0.00	43.48	60.87	0.00	4.35	0.00
ARIZONA	2.70	48.65	52.25	2.70	10.81	0.00
ARKANSAS	2.40	38.21	36.95	10.21	0.25	13.62
CALIFORNIA	0.11	4.39	4.96	2.68	7.07	0.29
COLORADO	11.63	18.60	24.42	0.58	8.72	4.07
CONNECTICUT	0.38	20.15	29.47	0.00	0.00	5.32
DELAWARE	21.24	33.59	35.52	3.47	0.00	16.22
DISTRICT OF COLUMBIA	35.33	50.30	52.10	25.15	1.20	46.11
FLORIDA	0.20	32.44	30.69	0.88	0.03	0.13
GEORGIA	3.04	31.94	40.00	1.41	12.93	0.64
HAWAII	12.86	44.29	31.43	7.14	4.29	27.14
IDAHO	9.09	27.27	27.27	36.36	63.64	63.64
ILLINOIS	4.30	61.82	59.63	16.12	.	12.70
INDIANA	1.53	43.53	49.54	1.12	0.00	1.43
IOWA	4.00	30.00	36.00	12.00	4.00	14.00
KANSAS	15.52	39.22	29.31	8.62	3.88	24.57
KENTUCKY	.	.	.	.	.	.
LOUISIANA	8.16	28.79	28.67	0.12	0.23	2.56
MAINE	0.00	40.00	60.00	0.00	0.00	0.00
MARYLAND	0.37	25.93	42.51	0.80	0.07	1.39
MASSACHUSETTS	2.00	10.09	9.15	6.10	.	12.56
MICHIGAN	13.71	24.03	16.15	5.67	4.33	35.86
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1.28	2.72	2.48	0.40	7.05	3.44
MISSOURI	4.24	35.53	34.59	0.24	3.53	1.18
MONTANA	0.00	0.00	14.29	14.29	42.86	0.00
NEBRASKA	25.00	15.91	11.36	15.91	15.91	0.00
NEVADA	9.93	19.86	35.46	2.13	0.00	0.71
NEW HAMPSHIRE	.	20.00	.	.	.	.
NEW JERSEY	0.41	19.22	26.69	0.00	0.00	8.28
NEW MEXICO	0.00	30.00	26.67	0.00	3.33	26.67
NEW YORK	0.90	36.32	43.49	1.21	5.32	7.64
NORTH CAROLINA	7.44	7.12	16.22	0.77	1.09	9.94
NORTH DAKOTA	37.50	50.00	12.50	0.00	12.50	12.50
OHIO	9.50	30.93	24.48	1.32	3.74	16.85
OKLAHOMA	1.98	21.83	12.70	0.79	0.00	0.00
OREGON	4.08	42.86	48.98	2.04	0.00	0.00
PENNSYLVANIA	1.29	35.94	37.34	1.96	0.00	4.81
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	24.19	29.03	32.26	0.00	.	4.84
SOUTH CAROLINA	36.48	28.78	34.19	1.47	0.18	1.74
SOUTH DAKOTA	0.00	75.00	50.00	0.00	0.00	0.00
TENNESSEE	14.61	26.08	27.75	0.49	0.78	30.00
TEXAS	8.04	33.33	22.30	0.64	0.93	6.32
UTAH	0.00	9.09	0.00	0.00	0.00	4.55
VERMONT	12.50	25.00	37.50	0.00	12.50	0.00
VIRGINIA	1.65	43.70	74.09	0.35	11.78	2.47
WASHINGTON	21.77	59.68	44.35	13.71	0.81	23.39
WEST VIRGINIA	15.38	46.15	94.87	2.56	0.00	5.13
WISCONSIN	0.21	47.67	39.38	2.38	0.00	35.85
WYOMING	10.00	30.00	60.00	0.00	10.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	14.29	14.29	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	4.94	35.80	75.31	0.00	0.00	4.94
U.S. AND OUTLYING AREAS	5.38	29.98	31.90	2.72	2.60	8.58
50 STATES, D.C. & P.R.	5.38	29.97	31.80	2.73	2.60	8.59

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

BLACK

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	34.42	65.68	9.89	6.43	0.20
ALASKA	56.52	56.52	0.00	0.00	0.00
ARIZONA	69.37	56.76	8.11	0.00	26.13
ARKANSAS	83.61	53.22	35.06	8.07	16.27
CALIFORNIA	46.43	9.07	10.44	1.03	4.34
COLORADO	12.21	15.70	4.65	2.91	18.60
CONNECTICUT	54.18	32.89	0.00	0.76	4.56
DELAWARE	50.19	44.79	11.58	14.67	86.49
DISTRICT OF COLUMBIA	11.98	64.07	25.75	3.59	0.00
FLORIDA	0.52	53.40	27.89	0.23	293.91
GEORGIA	47.92	50.67	8.20	2.76	15.55
HAWAII	32.86	42.86	7.14	0.00	8.57
IDAHO	18.18	81.82	0.00	0.00	0.00
ILLINOIS	94.60	79.99	11.48	0.55	.
INDIANA	44.95	41.69	7.95	1.83	0.10
IOWA	70.00	28.00	12.00	6.00	12.00
KANSAS	66.38	50.86	16.81	5.60	1.72
KENTUCKY	.	.	.	.	.
LOUISIANA	77.27	25.64	1.05	14.57	68.88
MAINE	40.00	100.00	20.00	0.00	0.00
MARYLAND	51.42	41.49	20.09	3.29	0.51
MASSACHUSETTS	22.89	14.91	25.82	5.99	0.00
MICHIGAN	23.48	14.42	10.87	2.05	37.51
MINNESOTA	.	.	.	.	.
MISSISSIPPI	30.42	21.54	0.48	0.56	0.08
MISSOURI	45.41	42.59	41.18	2.82	7.29
MONTANA	14.29	28.57	0.00	0.00	100.00
NEBRASKA	100.00	22.73	0.00	0.00	2.27
NEVADA	99.29	37.59	0.71	0.71	99.29
NEW HAMPSHIRE	30.00	50.00	.	10.00	80.00
NEW JERSEY	68.10	23.82	0.41	2.66	3.58
NEW MEXICO	43.33	33.33	26.67	0.00	90.00
NEW YORK	63.47	72.11	32.84	2.06	0.00
NORTH CAROLINA	39.36	12.12	6.99	4.42	73.59
NORTH DAKOTA	62.50	62.50	0.00	12.50	100.00
OHIO	36.69	32.52	19.28	1.73	129.68
OKLAHOMA	26.19	31.35	0.00	0.00	0.79
OREGON	28.57	55.10	8.16	2.04	0.00
PENNSYLVANIA	52.93	37.23	0.22	3.35	0.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	41.94	17.74	38.71	3.23	35.48
SOUTH CAROLINA	59.67	35.66	1.01	8.43	13.47
SOUTH DAKOTA	100.00	75.00	0.00	0.00	0.00
TENNESSEE	37.45	35.49	29.02	11.08	22.65
TEXAS	73.92	37.55	1.32	4.22	4.17
UTAH	18.18	4.55	22.73	9.09	0.00
VERMONT	25.00	50.00	0.00	0.00	0.00
VIRGINIA	64.66	69.61	8.95	3.18	4.12
WASHINGTON	76.61	73.39	16.94	3.23	20.97
WEST VIRGINIA	141.03	82.05	17.95	0.00	7.69
WISCONSIN	64.04	69.22	32.44	2.18	0.93
WYOMING	40.00	30.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	42.86	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	46.91	55.56	8.64	8.64	0.00
U.S. AND OUTLYING AREAS	47.87	41.59	13.92	3.45	45.22
50 STATES, D.C. & P.R.	47.89	41.56	13.94	3.44	45.34

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0	6	13	0	0	3
ALASKA	0	0	2	1	2	1
ARIZONA	22	24	86	9	33	67
ARKANSAS	1	4	33	3	7	1
CALIFORNIA	33	87	117	414	14	9
COLORADO	23	88	235	127	125	65
CONNECTICUT	0	4	25	0	0	4
DELAWARE	8	5	9	9	26	9
DISTRICT OF COLUMBIA	0	0	15	3	14	3
FLORIDA	280	16	1,066	3	1,205	243
GEORGIA	26	9	8	0	1	5
HAWAII	5	14	33	6	5	21
IDAHO	4	16	7	19	61	23
ILLINOIS	21	87	341	7	5	151
INDIANA	24	31	8	0	0	8
IOWA	2	10	10	0	1	3
KANSAS	27	26	65	11	19	15
KENTUCKY	6	0	0	.	.	1
LOUISIANA	0	1	0	0	0	1
MAINE	0	0	0	0	0	0
MARYLAND	0	24	18	1	0	7
MASSACHUSETTS	.	42	1,408	1,408	0	114
MICHIGAN	6	15	90	68	16	67
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1	4	3	0	1	0
MISSOURI	5	2	20	9	1	0
MONTANA	8	2	17	2	2	1
NEBRASKA	0	2	1	20	0	3
NEVADA	12	15	203	0	8	0
NEW HAMPSHIRE	3	.	5	.	.	.
NEW JERSEY	0	12	25	0	14	6
NEW MEXICO	5	39	165	22	3	76
NEW YORK	21	102	304	0	0	0
NORTH CAROLINA	4	21	29	31	49	13
NORTH DAKOTA	1	2	6	4	4	1
OHIO	1	12	169	30	52	36
OKLAHOMA	.	0	0	0	0	6
OREGON	13	14	73	6	9	15
PENNSYLVANIA	10	15	18	0	0	21
PUERTO RICO	566	1,816	2,203	732	2,975	2,975
RHODE ISLAND	1	38	21	0	.	0
SOUTH CAROLINA	1	5	2	0	7	3
SOUTH DAKOTA	0	0	1	0	0	0
TENNESSEE	7	14	48	12	15	17
TEXAS	376	327	1,371	37	110	115
UTAH	3	6	26	5	0	8
VERMONT	0	0	0	0	1	0
VIRGINIA	5	5	17	0	6	3
WASHINGTON	36	49	152	68	95	62
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	3	1	26	0	1	15
WYOMING	0	5	14	4	3	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	9	16	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	3	1	1	2	1
U.S. AND OUTLYING AREAS	1,570	3,029	8,525	3,072	4,892	4,199
50 STATES, D.C. & P.R.	1,570	3,017	8,508	3,071	4,890	4,197

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	1	28	31	1	0	2
ALASKA	2	2	13	0	1	0
ARIZONA	58	448	491	4	69	37
ARKANSAS	1	20	18	.	1	3
CALIFORNIA	7	596	362	135	872	7
COLORADO	136	202	239	11	76	49
CONNECTICUT	3	92	143	0	0	24
DELAWARE	14	29	25	1	0	3
DISTRICT OF COLUMBIA	11	22	19	0	0	1
FLORIDA	12	671	636	18	1	3
GEORGIA	6	59	81	5	14	0
HAWAII	6	19	16	8	7	33
IDAHO	37	71	28	18	0	48
ILLINOIS	22	594	651	75	.	73
INDIANA	6	127	143	1	0	8
IOWA	3	15	14	2	0	5
KANSAS	42	74	96	9	17	34
KENTUCKY	0	10	22	0	4	1
LOUISIANA	0	7	6	0	0	1
MAINE	0	1	2	0	0	0
MARYLAND	0	37	77	1	0	2
MASSACHUSETTS	28	144	129	87	.	177
MICHIGAN	38	69	71	3	15	67
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	1	0	2	1
MISSOURI	0	14	11	0	1	0
MONTANA	3	0	9	2	4	5
NEBRASKA	12	17	19	6	9	0
NEVADA	44	67	84	2	3	12
NEW HAMPSHIRE	.	8	12	.	2	.
NEW JERSEY	4	83	154	0	0	40
NEW MEXICO	23	268	217	5	58	78
NEW YORK	8	545	667	24	76	164
NORTH CAROLINA	27	19	56	1	8	13
NORTH DAKOTA	3	2	2	1	2	1
OHIO	29	60	53	4	19	20
OKLAHOMA	2	16	17	2	0	1
OREGON	14	78	89	0	1	2
PENNSYLVANIA	6	184	231	12	0	18
PUERTO RICO	1,227	1,345	1,290	914	1	2,572
RHODE ISLAND	28	52	48	2	.	3
SOUTH CAROLINA	14	20	23	2	0	2
SOUTH DAKOTA	0	3	4	0	0	0
TENNESSEE	10	12	19	2	0	16
TEXAS	540	1,813	1,720	34	22	255
UTAH	4	10	4	1	0	0
VERMONT	0	2	5	0	0	0
VIRGINIA	3	66	112	0	18	4
WASHINGTON	121	152	111	13	5	38
WEST VIRGINIA	0	0	1	0	0	0
WISCONSIN	1	132	125	5	0	50
WYOMING	7	16	15	1	1	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	1	6	0	1
NORTHERN MARIANAS	0	0	0	0	.	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	8	6	0	0	1
U.S. AND OUTLYING AREAS	2,563	8,330	8,419	1,418	1,309	3,879
50 STATES, D.C. & P.R.	2,563	8,322	8,412	1,412	1,309	3,876

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10
Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	13	43	2	1	0
ALASKA	15	17	0	1	0
ARIZONA	580	418	109	24	261
ARKANSAS	33	20	13	3	4
CALIFORNIA	3,257	728	603	63	457
COLORADO	100	194	59	61	294
CONNECTICUT	301	199	2	4	43
DELAWARE	40	38	13	7	74
DISTRICT OF COLUMBIA	3	15	6	1	0
FLORIDA	7	1,109	574	5	6,071
GEORGIA	86	83	19	20	35
HAWAII	19	26	9	5	5
IDAHO	65	59	34	10	20
ILLINOIS	780	748	76	1	.
INDIANA	156	141	17	3	49
IOWA	41	11	1	3	6
KANSAS	177	119	22	26	60
KENTUCKY	.	31	1	1	28
LOUISIANA	16	8	0	1	19
MAINE	1	3	1	0	0
MARYLAND	109	95	15	9	0
MASSACHUSETTS	324	211	366	84	0
MICHIGAN	72	62	31	6	75
MINNESOTA	.	.	.	.	.
MISSISSIPPI	9	7	0	0	0
MISSOURI	30	16	16	2	2
MONTANA	2	8	1	2	17
NEBRASKA	49	20	0	0	1
NEVADA	244	77	1	9	242
NEW HAMPSHIRE	3	8	1	1	15
NEW JERSEY	474	137	6	32	28
NEW MEXICO	453	355	88	12	614
NEW YORK	1,171	1,299	603	22	0
NORTH CAROLINA	118	24	34	13	196
NORTH DAKOTA	3	3	0	1	6
OHIO	78	81	44	12	360
OKLAHOMA	24	46	0	0	1
OREGON	90	121	54	8	1
PENNSYLVANIA	289	286	5	18	0
PUERTO RICO	2,021	1,427	370	295	238
RHODE ISLAND	88	49	78	1	99
SOUTH CAROLINA	27	21	1	6	7
SOUTH DAKOTA	4	1	0	0	0
TENNESSEE	29	24	20	4	30
TEXAS	4,413	2,819	55	252	119
UTAH	8	10	22	10	0
VERMONT	4	3	0	1	1
VIRGINIA	98	105	14	5	6
WASHINGTON	186	246	115	32	95
WEST VIRGINIA	2	0	0	0	0
WISCONSIN	173	222	47	3	21
WYOMING	21	18	3	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	5	0	0	0
NORTHERN MARIANAS	1	1	1	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	9	11	0	1	0
U.S. AND OUTLYING AREAS	16,317	11,828	3,552	1,082	9,600
50 STATES, D.C. & P.R.	16,306	11,811	3,551	1,081	9,600

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0.00	18.18	39.39	0.00	0.00	9.09
ALASKA	0.00	0.00	9.09	4.55	9.09	4.55
ARIZONA	2.38	2.60	9.32	0.98	3.58	7.26
ARKANSAS	2.63	10.53	86.84	7.89	18.42	2.63
CALIFORNIA	0.48	1.27	1.70	6.02	0.20	0.13
COLORADO	2.63	10.05	26.83	14.50	14.27	7.42
CONNECTICUT	0.00	0.76	4.78	0.00	0.00	0.76
DELAWARE	10.39	6.49	11.69	11.69	33.77	11.69
DISTRICT OF COLUMBIA	0.00	0.00	44.12	8.82	41.18	8.82
FLORIDA	16.44	0.94	62.60	0.18	70.76	14.27
GEORGIA	12.44	4.31	3.83	0.00	0.48	2.39
HAWAII	7.25	20.29	47.83	8.70	7.25	30.43
IDAHO	2.48	9.94	4.35	11.80	37.89	14.29
ILLINOIS	2.27	9.40	36.83	0.76	0.54	16.31
INDIANA	9.68	12.50	3.23	0.00	0.00	3.23
IOWA	3.85	19.23	19.23	0.00	1.92	5.77
KANSAS	10.93	10.53	26.32	4.45	7.69	6.07
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	4.17	0.00	0.00	0.00	4.17
MAINE	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	13.87	10.40	0.58	0.00	4.05
MASSACHUSETTS	.	2.98	99.86	99.86	0.00	8.09
MICHIGAN	2.28	5.70	34.22	25.86	6.08	25.48
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	3.33	13.33	10.00	0.00	3.33	0.00
MISSOURI	12.20	4.88	48.78	21.95	2.44	0.00
MONTANA	47.06	11.76	100.00	11.76	11.76	5.88
NEBRASKA	0.00	4.08	2.04	40.82	0.00	6.12
NEVADA	4.92	6.15	83.20	0.00	3.28	0.00
NEW HAMPSHIRE	15.00	.	25.00	.	.	.
NEW JERSEY	0.00	1.82	3.79	0.00	2.12	0.91
NEW MEXICO	0.75	5.84	24.70	3.29	0.45	11.38
NEW YORK	1.18	5.74	17.11	0.00	0.00	0.00
NORTH CAROLINA	1.83	9.63	13.30	14.22	22.48	5.96
NORTH DAKOTA	16.67	33.33	100.00	66.67	66.67	16.67
OHIO	0.56	6.67	93.89	16.67	28.89	20.00
OKLAHOMA	.	0.00	0.00	0.00	0.00	5.22
OREGON	5.68	6.11	31.88	2.62	3.93	6.55
PENNSYLVANIA	1.59	2.39	2.87	0.00	0.00	3.34
PUERTO RICO	19.03	61.04	74.05	24.61	100.00	100.00
RHODE ISLAND	0.51	19.19	10.61	0.00	.	0.00
SOUTH CAROLINA	2.13	10.64	4.26	0.00	14.89	6.38
SOUTH DAKOTA	0.00	0.00	20.00	0.00	0.00	0.00
TENNESSEE	8.14	16.28	55.81	13.95	17.44	19.77
TEXAS	6.26	5.45	22.84	0.62	1.83	1.92
UTAH	1.66	3.31	14.36	2.76	0.00	4.42
VERMONT	0.00	0.00	0.00	0.00	20.00	0.00
VIRGINIA	3.60	3.60	12.23	0.00	4.32	2.16
WASHINGTON	9.07	12.34	38.29	17.13	23.93	15.62
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.95	0.32	8.25	0.00	0.32	4.76
WYOMING	0.00	13.51	37.84	10.81	8.11	0.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	56.25	100.00	0.00	0.00	6.25
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	20.00	6.67	6.67	13.33	6.67
U.S. AND OUTLYING AREAS	5.18	10.00	28.13	10.14	16.14	13.86
50 STATES, D.C. & P.R.	5.19	9.97	28.10	10.14	16.15	13.86

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	3.03	84.85	93.94	3.03	0.00	6.06
ALASKA	9.09	9.09	59.09	0.00	4.55	0.00
ARIZONA	6.28	48.54	53.20	0.43	7.48	4.01
ARKANSAS	2.63	52.63	47.37	.	2.63	7.89
CALIFORNIA	0.10	8.67	5.27	1.96	12.69	0.10
COLORADO	15.53	23.06	27.28	1.26	8.68	5.59
CONNECTICUT	0.57	17.59	27.34	0.00	0.00	4.59
DELAWARE	18.18	37.66	32.47	1.30	0.00	3.90
DISTRICT OF COLUMBIA	32.35	64.71	55.88	0.00	0.00	2.94
FLORIDA	0.70	39.40	37.35	1.06	0.06	0.18
GEORGIA	2.87	28.23	38.76	2.39	6.70	0.00
HAWAII	8.70	27.54	23.19	11.59	10.14	47.83
IDAHO	22.98	44.10	17.39	11.18	0.00	29.81
ILLINOIS	2.38	64.15	70.30	8.10	.	7.88
INDIANA	2.42	51.21	57.66	0.40	0.00	3.23
IOWA	5.77	28.85	26.92	3.85	0.00	9.62
KANSAS	17.00	29.96	38.87	3.64	6.88	13.77
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	29.17	25.00	0.00	0.00	4.17
MAINE	0.00	33.33	66.67	0.00	0.00	0.00
MARYLAND	0.00	21.39	44.51	0.58	0.00	1.16
MASSACHUSETTS	1.99	10.21	9.15	6.17	.	12.55
MICHIGAN	14.45	26.24	27.00	1.14	5.70	25.48
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	3.33	3.33	0.00	6.67	3.33
MISSOURI	0.00	34.15	26.83	0.00	2.44	0.00
MONTANA	17.65	0.00	52.94	11.76	23.53	29.41
NEBRASKA	24.49	34.69	36.[illegible]	12.24	18.37	0.00
NEVADA	18.03	27.46	34.43	0.82	1.23	4.92
NEW HAMPSHIRE	.	40.00	60.00	.	10.00	.
NEW JERSEY	0.61	12.59	23.37	0.00	0.00	6.07
NEW MEXICO	3.44	40.12	32.49	0.75	8.68	11.68
NEW YORK	0.45	30.67	37.54	1.35	4.28	9.23
NORTH CAROLINA	12.39	8.72	25.69	0.46	3.67	5.96
NORTH DAKOTA	50.00	33.33	33.33	16.67	33.33	16.67
OHIO	16.11	33.33	29.44	2.22	10.56	11.11
OKLAHOMA	1.74	13.91	14.78	1.74	0.00	0.87
OREGON	6.11	34.06	38.86	0.00	0.44	0.87
PENNSYLVANIA	0.96	29.30	36.78	1.91	0.00	2.87
PUERTO RICO	41.24	45.21	43.36	30.72	0.03	86.45
RHODE ISLAND	14.14	26.26	24.24	1.01	.	1.52
SOUTH CAROLINA	29.79	42.55	48.94	4.26	0.00	4.26
SOUTH DAKOTA	0.00	60.00	80.00	0.00	0.00	0.00
TENNESSEE	11.63	13.95	22.09	2.33	0.00	18.60
TEXAS	9.00	30.21	28.66	0.57	0.37	4.25
UTAH	2.21	5.52	2.21	0.55	0.00	0.00
VERMONT	0.00	40.00	100.00	0.00	0.00	0.00
VIRGINIA	2.16	47.48	80.58	0.00	12.95	2.88
WASHINGTON	30.48	38.29	27.96	3.27	1.26	9.57
WEST VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00
WISCONSIN	0.32	41.90	39.68	1.59	0.00	15.87
WYOMING	18.92	43.24	40.54	2.70	2.70	8.11
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	0.00	6.25	37.50	0.00	6.25
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	.	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	53.33	40.00	0.00	0.00	6.67
U.S. AND OUTLYING AREAS	8.46	27.49	27.78	4.68	4.32	12.80
50 STATES, D.C. & P.R.	8.47	27.49	27.79	4.66	4.32	12.80

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

HISPANIC

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	39.39	130.30	6.06	3.03	0.00
ALASKA	68.18	77.27	0.00	4.55	0.00
ARIZONA	62.84	45.29	11.81	2.60	28.28
ARKANSAS	86.84	52.63	34.21	7.89	10.53
CALIFORNIA	47.38	10.59	8.77	0.92	6.65
COLORADO	11.42	22.15	6.74	6.96	33.56
CONNECTICUT	57.55	38.05	0.38	0.76	8.22
DELAWARE	51.95	49.35	16.88	9.09	96.10
DISTRICT OF COLUMBIA	8.82	44.12	17.65	2.94	0.00
FLORIDA	0.41	65.12	33.71	0.29	356.49
GEORGIA	41.15	39.71	9.09	9.57	16.75
HAWAII	27.54	37.68	13.04	7.25	7.25
IDAHO	40.37	36.65	21.12	6.21	12.42
ILLINOIS	84.23	80.78	8.21	0.11	.
INDIANA	62.90	56.85	6.85	1.21	19.76
IOWA	78.85	21.15	1.92	5.77	11.54
KANSAS	71.66	48.18	8.91	10.53	24.29
KENTUCKY	.	.	.	.	.
LOUISIANA	66.67	33.33	0.00	4.17	79.17
MAINE	33.33	100.00	33.33	0.00	0.00
MARYLAND	63.01	54.91	8.67	5.20	0.00
MASSACHUSETTS	22.98	14.96	25.96	5.96	0.00
MICHIGAN	27.38	23.57	11.79	2.28	28.52
MINNESOTA	.	.	.	.	.
MISSISSIPPI	30.00	23.33	0.00	0.00	0.00
MISSOURI	73.17	39.02	39.02	4.88	4.88
MONTANA	11.76	47.06	5.88	11.76	100.00
NEBRASKA	100.00	40.82	0.00	0.00	2.04
NEVADA	100.00	31.56	0.41	3.69	99.18
NEW HAMPSHIRE	15.00	40.00	5.00	5.00	75.00
NEW JERSEY	71.93	20.79	0.91	4.86	4.25
NEW MEXICO	67.81	53.14	13.17	1.80	91.92
NEW YORK	65.90	73.10	33.93	1.24	0.00
NORTH CAROLINA	54.13	11.01	15.60	5.96	89.91
NORTH DAKOTA	50.00	50.00	0.00	16.67	100.00
OHIO	43.33	45.00	24.44	6.67	200.00
OKLAHOMA	20.87	40.00	0.00	0.00	0.87
OREGON	39.30	52.84	23.58	3.49	0.44
PENNSYLVANIA	46.02	45.54	0.80	2.87	0.00
PUERTO RICO	67.93	47.97	12.44	9.92	8.00
RHODE ISLAND	44.44	24.75	39.39	0.51	50.00
SOUTH CAROLINA	57.45	44.68	2.13	12.77	14.89
SOUTH DAKOTA	80.00	20.00	0.00	0.00	0.00
TENNESSEE	33.72	27.91	23.26	4.65	34.88
TEXAS	73.53	46.97	0.92	4.20	1.98
UTAH	4.42	5.52	12.15	5.52	0.00
VERMONT	80.00	60.00	0.00	20.00	20.00
VIRGINIA	70.50	75.54	10.07	3.60	4.32
WASHINGTON	46.85	61.96	28.97	8.06	23.93
WEST VIRGINIA	200.00	0.00	0.00	0.00	0.00
WISCONSIN	54.92	70.48	14.92	0.95	6.67
WYOMING	56.76	48.65	8.11	2.70	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	6.25	31.25	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	100.00	100.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	60.00	73.33	0.00	6.67	0.00
U.S. AND OUTLYING AREAS	53.84	39.03	11.72	3.57	31.68
50 STATES, D.C. & P.R.	53.86	39.01	11.73	3.57	31.71

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	73	108	454	3	26	52
ALASKA	4	34	40	8	25	3
ARIZONA	29	26	131	13	60	82
ARKANSAS	18	104	967	25	133	46
CALIFORNIA	47	101	14	492	8	45
COLORADO	68	178	481	225	285	103
CONNECTICUT	1	24	30	0	0	15
DELAWARE	12	16	70	10	169	46
DISTRICT OF COLUMBIA	0	0	2	0	0	0
FLORIDA	1,019	58	3,861	13	4,369	882
GEORGIA	223	107	98	2	21	23
HAWAII	25	57	137	21	15	75
IDAHO	36	74	52	50	298	60
ILLINOIS	82	566	550	57	19	691
INDIANA	806	984	6	6	23	74
IOWA	26	95	76	13	32	83
KANSAS	272	320	444	80	126	144
KENTUCKY	207	26	7	.	.	1
LOUISIANA	17	168	44	98	134	28
MAINE	15	13	28	15	2	0
MARYLAND	6	412	95	72	10	260
MASSACHUSETTS	.	197	6,577	6,577	0	532
MICHIGAN	56	287	1,678	1,095	389	962
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	26	114	126	0	22	0
MISSOURI	314	69	878	384	81	42
MONTANA	39	101	465	47	114	25
NEBRASKA	8	70	50	145	5	48
NEVADA	47	41	516	8	35	1
NEW HAMPSHIRE	75	36	185	23	7	6
NEW JERSEY	0	41	129	0	33	13
NEW MEXICO	9	13	96	13	1	20
NEW YORK	272	914	1,355	0	0	55
NORTH CAROLINA	56	237	286	233	433	85
NORTH DAKOTA	30	47	230	61	66	13
OHIO	128	491	4,696	993	1,341	1,012
OKLAHOMA	.	0	1	0	0	48
OREGON	37	66	427	12	59	70
PENNSYLVANIA	29	197	36	1	5	93
PUERTO RICO	0	0	1	1	1	1
RHODE ISLAND	3	29	185	1	.	15
SOUTH CAROLINA	17	119	41	18	73	27
SOUTH DAKOTA	15	16	30	1	2	2
TENNESSEE	161	344	1,393	178	313	370
TEXAS	490	304	1,238	38	65	56
UTAH	7	124	160	51	4	78
VERMONT	7	39	25	0	37	22
VIRGINIA	65	66	208	11	69	33
WASHINGTON	200	173	726	134	196	132
WEST VIRGINIA	12	17	158	18	19	25
WISCONSIN	75	129	554	15	38	104
WYOMING	8	40	171	29	25	5
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	2	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	5,172	7,794	30,210	11,290	9,189	6,608
50 STATES, D.C. & P.R.	5,172	7,792	30,208	11,290	9,188	6,608

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	44	708	802	18	0	16
ALASKA	14	88	105	1	22	6
ARIZONA	66	605	631	4	120	66
ARKANSAS	42	494	511	45	4	82
CALIFORNIA	15	690	486	114	769	11
COLORADO	188	544	591	42	212	104
CONNECTICUT	15	554	716	5	0	79
DELAWARE	73	169	183	19	3	50
DISTRICT OF COLUMBIA	0	7	6	0	0	2
FLORIDA	21	2,431	2,296	66	3	11
GEORGIA	61	697	909	26	304	9
HAWAII	40	128	101	32	25	86
IDAHO	141	438	203	164	81	308
ILLINOIS	231	2,100	2,357	300	.	140
INDIANA	216	2,793	3,375	117	0	67
IOWA	22	366	410	72	9	52
KANSAS	251	635	652	48	69	361
KENTUCKY	46	828	924	12	56	3
LOUISIANA	46	377	395	1	11	32
MAINE	2	262	337	1	0	18
MARYLAND	3	615	906	40	4	49
MASSACHUSETTS	131	670	605	407	.	828
MICHIGAN	503	1,351	1,306	160	328	1,382
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	12	27	24	4	69	34
MISSOURI	73	909	907	16	61	14
MONTANA	63	43	148	21	143	31
NEBRASKA	74	337	367	44	106	0
NEVADA	100	182	202	37	6	30
NEW HAMPSHIRE	19	237	177	1	56	8
NEW JERSEY	9	559	882	1	4	167
NEW MEXICO	16	187	164	2	33	20
NEW YORK	137	2,749	3,448	152	714	445
NORTH CAROLINA	199	242	498	33	79	171
NORTH DAKOTA	61	131	72	1	50	35
OHIO	900	2,141	2,088	111	401	821
OKLAHOMA	10	305	335	20	0	4
OREGON	64	489	576	5	1	14
PENNSYLVANIA	47	2,010	2,470	96	0	154
PUERTO RICO	1	0	1	0	0	1
RHODE ISLAND	117	230	239	5	.	3
SOUTH CAROLINA	294	433	513	20	1	23
SOUTH DAKOTA	1	203	235	0	0	0
TENNESSEE	290	467	640	37	18	728
TEXAS	436	1,851	1,451	80	32	398
UTAH	34	182	140	2	0	20
VERMONT	27	89	131	10	61	10
VIRGINIA	35	818	1,386	7	220	47
WASHINGTON	238	727	692	104	27	230
WEST VIRGINIA	89	403	599	118	2	74
WISCONSIN	40	1,441	1,400	23	0	257
WYOMING	41	145	132	3	2	25
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	.	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	1	0	0
U.S. AND OUTLYING AREAS	5,598	35,088	38,729	2,648	4,106	7,526
50 STATES, D.C. & P.R.	5,598	35,087	38,724	2,647	4,106	7,526

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	424	970	89	84	0
ALASKA	167	131	1	21	0
ARIZONA	786	601	53	44	359
ARKANSAS	967	748	303	61	148
CALIFORNIA	2,486	974	106	99	495
COLORADO	247	665	80	111	512
CONNECTICUT	1,058	1,157	1	12	82
DELAWARE	227	252	34	58	402
DISTRICT OF COLUMBIA	0	18	8	0	0
FLORIDA	24	3,999	2,089	19	22,001
GEORGIA	849	1,015	181	65	223
HAWAII	83	159	19	13	12
IDAHO	477	471	231	61	18
ILLINOIS	3,736	3,359	115	17	.
INDIANA	3,708	3,982	360	140	10
IOWA	731	398	15	73	200
KANSAS	965	1,156	135	235	130
KENTUCKY	.	1,346	46	37	1,110
LOUISIANA	777	393	6	163	743
MAINE	279	561	176	5	0
MARYLAND	1,269	1,295	180	101	1
MASSACHUSETTS	1,512	986	1,709	394	0
MICHIGAN	1,844	1,493	519	154	1,791
MINNESOTA	.	.	.	.	.
MISSISSIPPI	301	211	5	6	1
MISSOURI	921	1,217	1,129	77	129
MONTANA	99	182	19	46	465
NEBRASKA	840	446	0	11	1
NEVADA	620	279	0	12	623
NEW HAMPSHIRE	136	366	4	1	570
NEW JERSEY	1,562	1,246	3	88	86
NEW MEXICO	277	240	27	3	409
NEW YORK	3,917	7,409	1,328	164	0
NORTH CAROLINA	1,092	294	148	146	1,805
NORTH DAKOTA	153	126	25	49	264
OHIO	2,226	2,836	1,304	303	10,049
OKLAHOMA	350	578	0	5	7
OREGON	590	763	167	52	5
PENNSYLVANIA	2,948	2,866	33	181	0
PUERTO RICO	1	0	0	0	0
RHODE ISLAND	367	308	61	8	271
SOUTH CAROLINA	687	575	10	119	215
SOUTH DAKOTA	191	237	66	13	0
TENNESSEE	850	852	591	107	320
TEXAS	4,071	2,854	24	271	77
UTAH	282	263	259	161	0
VERMONT	257	189	6	23	6
VIRGINIA	1,209	1,302	168	61	78
WASHINGTON	1,153	958	253	113	186
WEST VIRGINIA	1,215	616	152	2	20
WISCONSIN	1,764	2,315	270	84	32
WYOMING	163	200	14	10	3
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	2	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	2	5	0	0	0
U.S. AND OUTLYING AREAS	50,860	55,864	12,522	4,083	43,859
50 STATES, D.C. & P.R.	50,858	55,857	12,522	4,083	43,859

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	9.54	14.12	59.35	0.39	3.40	6.80
ALASKA	1.49	12.64	14.87	2.97	9.29	1.12
ARIZONA	2.39	2.14	10.79	1.07	4.94	6.75
ARKANSAS	1.54	8.92	82.93	2.14	11.41	3.95
CALIFORNIA	0.82	1.76	0.24	8.56	0.14	0.78
COLORADO	3.64	9.52	25.72	12.03	15.24	5.51
CONNECTICUT	0.05	1.09	1.36	0.00	0.00	0.68
DELAWARE	2.49	3.32	14.52	2.07	35.06	9.54
DISTRICT OF COLUMBIA	0.00	0.00	20.00	0.00	0.00	0.00
FLORIDA	15.26	0.87	57.82	0.19	65.42	13.21
GEORGIA	11.37	5.45	4.99	0.10	1.07	1.17
HAWAII	7.46	17.01	40.90	6.27	4.48	22.39
IDAHO	3.61	7.41	5.21	5.01	29.86	6.01
ILLINOIS	2.03	14.01	13.62	1.41	0.47	17.11
INDIANA	13.61	16.61	0.10	0.10	0.39	1.25
IOWA	2.62	9.59	7.67	1.31	3.23	8.38
KANSAS	16.49	19.41	26.93	4.85	7.64	8.73
KENTUCKY	.	.	.	.	.	.
LOUISIANA	1.62	16.02	4.19	9.34	12.77	2.67
MAINE	2.06	1.79	3.85	2.06	0.27	0.00
MARYLAND	0.27	18.80	4.33	3.28	0.46	11.86
MASSACHUSETTS	.	3.00	100.00	100.00	0.00	8.09
MICHIGAN	1.09	5.56	32.51	21.22	7.54	18.64
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	2.65	11.61	12.83	0.00	2.24	0.00
MISSOURI	14.96	3.29	41.83	18.29	3.86	2.00
MONTANA	8.39	21.72	100.00	10.11	24.52	5.38
NEBRASKA	0.95	8.35	5.97	17.30	0.60	5.73
NEVADA	7.46	6.51	81.90	1.27	5.56	0.16
NEW HAMPSHIRE	8.06	3.87	19.89	2.47	0.75	0.65
NEW JERSEY	0.00	1.41	4.44	0.00	1.13	0.45
NEW MEXICO	1.99	2.88	21.24	2.88	0.22	4.42
NEW YORK	2.83	9.51	14.10	0.00	0.00	0.57
NORTH CAROLINA	2.35	9.95	12.01	9.79	18.19	3.57
NORTH DAKOTA	11.36	17.80	87.12	23.11	25.00	4.92
OHIO	2.37	9.08	86.83	18.36	24.80	18.71
OKLAHOMA	.	0.00	0.06	0.00	0.00	2.94
OREGON	2.57	4.59	29.71	0.84	4.11	4.87
PENNSYLVANIA	0.52	3.53	0.64	0.02	0.09	1.66
PUERTO RICO	0.00	0.00	100.00	100.00	100.00	100.00
RHODE ISLAND	0.41	3.95	25.17	0.14	.	2.04
SOUTH CAROLINA	1.37	9.57	3.30	1.45	5.87	2.17
SOUTH DAKOTA	3.57	3.81	7.14	0.24	0.48	0.48
TENNESSEE	6.18	13.21	53.49	6.84	12.02	14.21
TEXAS	8.14	5.05	20.55	0.63	1.08	0.93
UTAH	0.41	7.25	9.35	2.98	0.23	4.56
VERMONT	1.85	10.29	6.60	0.00	9.76	5.80
VIRGINIA	3.58	3.63	11.45	0.61	3.80	1.82
WASHINGTON	10.56	9.13	38.33	7.07	10.35	6.97
WEST VIRGINIA	1.52	2.16	20.08	2.29	2.41	3.18
WISCONSIN	2.34	4.02	17.29	0.47	1.19	3.24
WYOMING	2.50	12.50	53.44	9.06	7.81	1.56
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	100.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	20.00	0.00
U.S. AND OUTLYING AREAS	4.65	7.01	27.16	10.15	8.26	5.94
50 STATES, D.C. & P.R.	4.65	7.01	27.16	10.15	8.26	5.94

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	5.75	92.55	104.84	2.35	0.00	2.09
ALASKA	5.20	32.71	39.03	0.37	8.18	2.23
ARIZONA	5.44	49.84	51.98	0.33	9.88	5.44
ARKANSAS	3.60	42.37	43.83	3.86	0.34	7.03
CALIFORNIA	0.26	12.01	8.46	1.98	13.38	0.19
COLORADO	10.05	29.09	31.60	2.25	11.34	5.56
CONNECTICUT	0.68	25.16	32.52	0.23	0.00	3.59
DELAWARE	15.15	35.06	37.97	3.94	0.62	10.37
DISTRICT OF COLUMBIA	0.00	70.00	60.00	0.00	0.00	20.00
FLORIDA	0.31	36.40	34.38	0.99	0.04	0.16
GEORGIA	3.11	35.52	46.33	1.33	15.49	0.46
HAWAII	11.94	38.21	30.15	9.55	7.46	25.67
IDAHO	14.13	43.89	20.34	16.43	8.12	30.86
ILLINOIS	5.72	51.99	58.36	7.43	.	3.47
INDIANA	3.65	47.15	56.97	1.98	0.00	1.13
IOWA	2.22	36.93	41.37	7.27	0.91	5.25
KANSAS	15.22	38.51	39.54	2.91	4.18	21.89
KENTUCKY	.	.	.	.	.	.
LOUISIANA	4.39	35.94	37.65	0.10	1.05	3.05
MAINE	0.27	35.99	46.29	0.14	0.00	2.47
MARYLAND	0.14	28.06	41.33	1.82	0.18	2.24
MASSACHUSETTS	1.99	10.19	9.20	6.19	.	12.59
MICHIGAN	9.75	26.18	25.31	3.10	6.36	26.78
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1.22	2.75	2.44	0.41	7.03	3.46
MISSOURI	3.48	43.31	43.21	0.76	2.91	0.67
MONTANA	13.55	9.25	31.83	4.52	30.75	6.67
NEBRASKA	8.83	40.21	43.79	5.25	12.65	0.00
NEVADA	15.87	28.89	32.06	5.87	0.95	4.76
NEW HAMPSHIRE	2.04	25.48	19.03	0.11	6.02	0.86
NEW JERSEY	0.31	19.22	30.33	0.03	0.14	5.74
NEW MEXICO	3.54	41.37	36.28	0.44	7.30	4.42
NEW YORK	1.43	28.61	35.89	1.58	7.43	4.63
NORTH CAROLINA	8.36	10.16	20.92	1.39	3.32	7.18
NORTH DAKOTA	23.11	49.62	27.27	0.38	18.94	13.26
OHIO	16.64	39.59	38.61	2.05	7.41	15.18
OKLAHOMA	0.61	18.71	20.55	1.23	0.00	0.25
OREGON	4.45	34.03	40.08	0.35	0.07	0.97
PENNSYLVANIA	0.84	35.98	44.21	1.72	0.00	2.76
PUERTO RICO	100.00	0.00	100.00	0.00	0.00	100.00
RHODE ISLAND	15.92	31.29	32.52	0.68	.	0.41
SOUTH CAROLINA	23.63	34.81	41.24	1.61	0.08	1.85
SOUTH DAKOTA	0.24	48.33	55.95	0.00	0.00	0.00
TENNESSEE	11.14	17.93	24.58	1.42	0.69	27.96
TEXAS	7.24	30.73	24.09	1.33	0.53	6.61
UTAH	1.99	10.64	8.18	0.12	0.00	1.17
VERMONT	7.12	23.48	34.56	2.64	16.09	2.64
VIRGINIA	1.93	45.02	76.28	0.39	12.11	2.59
WASHINGTON	12.57	38.38	36.54	5.49	1.43	12.14
WEST VIRGINIA	11.31	51.21	76.11	14.99	0.25	9.40
WISCONSIN	1.25	44.96	43.68	0.72	0.00	8.02
WYOMING	12.81	45.31	41.25	0.94	0.63	7.81
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	50.00	50.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	80.00	20.00	0.00	0.00
U.S. AND OUTLYING AREAS	5.03	31.55	34.82	2.38	3.69	6.77
50 STATES, D.C. & P.R.	5.03	31.55	34.82	2.38	3.69	6.77

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Ages Birth Through 2 by Early Intervention Services Provided by Race/Ethnicity, December 1, 1999

WHITE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	55.42	126.80	11.63	10.98	0.00
ALASKA	62.08	48.70	0.37	7.81	0.00
ARIZONA	64.74	49.51	4.37	3.62	29.57
ARKANSAS	82.93	64.15	25.99	5.23	12.69
CALIFORNIA	43.26	16.95	1.84	1.72	8.61
COLORADO	13.21	35.56	4.28	5.94	27.38
CONNECTICUT	48.05	52.54	0.05	0.54	3.72
DELAWARE	47.10	52.28	7.05	12.03	83.40
DISTRICT OF COLUMBIA	0.00	180.00	80.00	0.00	0.00
FLORIDA	0.36	59.88	31.28	0.28	329.45
GEORGIA	43.27	51.73	9.23	3.31	11.37
HAWAII	24.78	47.46	5.67	3.88	3.58
IDAHO	47.80	47.19	23.15	6.11	1.80
ILLINOIS	92.50	83.16	2.85	0.42	.
INDIANA	62.59	67.22	6.08	2.36	0.17
IOWA	73.76	40.16	1.51	7.37	20.18
KANSAS	58.52	70.10	8.19	14.25	7.88
KENTUCKY	.	.	.	.	.
LOUISIANA	74.07	37.46	0.57	15.54	70.83
MAINE	38.32	77.06	24.18	0.69	0.00
MARYLAND	57.89	59.08	8.21	4.61	0.05
MASSACHUSETTS	22.99	14.99	25.98	5.99	0.00
MICHIGAN	35.73	28.93	10.06	2.98	34.70
MINNESOTA	.	.	.	.	.
MISSISSIPPI	30.65	21.49	0.51	0.61	0.10
MISSOURI	43.88	57.98	53.79	3.67	6.15
MONTANA	21.29	39.14	4.09	9.89	100.00
NEBRASKA	100.24	53.22	0.00	1.31	0.12
NEVADA	98.41	44.29	0.00	1.90	98.89
NEW HAMPSHIRE	14.62	39.35	0.43	0.11	61.29
NEW JERSEY	53.71	42.85	0.10	3.03	2.96
NEW MEXICO	61.28	53.10	5.97	0.66	90.49
NEW YORK	40.77	77.12	13.82	1.71	0.00
NORTH CAROLINA	45.86	12.35	6.22	6.13	75.81
NORTH DAKOTA	57.95	47.73	9.47	18.56	100.00
OHIO	41.16	52.44	24.11	5.60	185.82
OKLAHOMA	21.47	35.46	0.00	0.31	0.43
OREGON	41.06	53.10	11.62	3.62	0.35
PENNSYLVANIA	52.77	51.30	0.59	3.24	0.00
PUERTO RICO	100.00	0.00	0.00	0.00	0.00
RHODE ISLAND	49.93	41.90	8.30	1.09	36.87
SOUTH CAROLINA	55.23	46.22	0.80	9.57	17.28
SOUTH DAKOTA	45.48	56.43	15.71	3.10	0.00
TENNESSEE	32.64	32.72	22.70	4.11	12.29
TEXAS	67.59	47.39	0.40	4.50	1.28
UTAH	16.48	15.37	15.14	9.41	0.00
VERMONT	67.81	49.87	1.58	6.07	1.58
VIRGINIA	66.54	71.66	9.25	3.36	4.29
WASHINGTON	60.88	50.58	13.36	5.97	9.82
WEST VIRGINIA	154.38	78.27	19.31	0.25	2.54
WISCONSIN	55.04	72.23	8.42	2.62	1.00
WYOMING	50.94	62.50	4.38	3.13	0.94
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	40.00	100.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	45.73	50.23	11.26	3.67	39.43
50 STATES, D.C. & P.R.	45.73	50.22	11.26	3.67	39.44

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

PROGRAM FOR DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	5	248	15	326	594
ALASKA	0	0	0	0	0	0
ARIZONA	2	2	3	24	64	95
ARKANSAS	4	14	489	21	623	1,151
CALIFORNIA	0	0	0	0	0	0
COLORADO	2	1	9	55	108	175
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	32	11	47	90
DISTRICT OF COLUMBIA	0	1	82	12	2	97
FLORIDA	1	7	334	136	603	1,081
GEORGIA	0	0	61	2	46	109
HAWAII	3	495	18	13	102	631
IDAHO	7	4	4	19	229	263
ILLINOIS	1	39	577	319	1,171	2,107
INDIANA	0	3	33	12	243	291
IOWA	2	1	11	9	111	134
KANSAS	4	4	42	18	156	224
KENTUCKY	1	2	30	5	211	249
LOUISIANA	0	2	74	3	53	132
MAINE	0	0	0	0	21	21
MARYLAND	0	16	436	26	786	1,264
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	8	22	123	35	1,078	1,266
MINNESOTA	15	12	41	29	339	436
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	3	45	7	180	235
MONTANA	1	0	0	1	2	4
NEBRASKA	4	0	3	11	109	127
NEVADA	0	11	27	39	110	187
NEW HAMPSHIRE	0	0	0	0	1	1
NEW JERSEY	0	5	37	40	50	132
NEW MEXICO	30	3	11	246	93	383
NEW YORK	9	40	466	504	809	1,828
NORTH CAROLINA	3	6	73	12	96	190
NORTH DAKOTA	6	0	0	0	5	11
OHIO	5	32	546	54	2,017	2,654
OKLAHOMA	0	0	1	0	5	6
OREGON	3	19	12	81	583	698
PENNSYLVANIA	0	2	53	15	282	352
PUERTO RICO	0	0	0	2,367	1	2,368
RHODE ISLAND	1	2	10	52	137	202
SOUTH CAROLINA	0	0	22	0	17	39
SOUTH DAKOTA	3	0	0	0	20	23
TENNESSEE	0	7	184	9	316	516
TEXAS	0	1	6	31	15	53
UTAH	15	5	3	15	274	312
VERMONT	0	0	0	0	0	0
VIRGINIA	1	15	191	34	421	662
WASHINGTON	37	68	76	218	894	1,293
WEST VIRGINIA	0	0	0	0	3	3
WISCONSIN	4	15	433	116	498	1,066
WYOMING	1	1	2	2	31	37
AMERICAN SAMOA	0	20	0	0	0	20
GUAM	0	68	2	3	2	75
NORTHERN MARIANAS	0	5	0	1	0	6
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	173	958	4,850	4,622	13,290	23,893
50 STATES, D.C. & P.R.	173	865	4,848	4,618	13,288	23,792

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

PROGRAM FOR DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.84	41.75	2.53	54.88	100.00
ALASKA	.	.	.	.	.	.
ARIZONA	2.11	2.11	3.16	25.26	67.37	100.00
ARKANSAS	0.35	1.22	42.48	1.82	54.13	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	1.14	0.57	5.14	31.43	61.71	100.00
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0.00	0.00	35.56	12.22	52.22	100.00
DISTRICT OF COLUMBIA	0.00	1.03	84.54	12.37	2.06	100.00
FLORIDA	0.09	0.65	30.90	12.58	55.78	100.00
GEORGIA	0.00	0.00	55.96	1.83	42.20	100.00
HAWAII	0.48	78.45	2.85	2.06	16.16	100.00
IDAHO	2.66	1.52	1.52	7.22	87.07	100.00
ILLINOIS	0.05	1.85	27.38	15.14	55.58	100.00
INDIANA	0.00	1.03	11.34	4.12	83.51	100.00
IOWA	1.49	0.75	8.21	6.72	82.84	100.00
KANSAS	1.79	1.79	18.75	8.04	69.64	100.00
KENTUCKY	0.40	0.80	12.05	2.01	84.74	100.00
LOUISIANA	0.00	1.52	56.06	2.27	40.15	100.00
MAINE	0.00	0.00	0.00	0.00	100.00	100.00
MARYLAND	0.00	1.27	34.49	2.06	62.18	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0.63	1.74	9.72	2.76	85.15	100.00
MINNESOTA	3.44	2.75	9.40	6.65	77.75	100.00
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	0.00	1.28	19.15	2.98	76.60	100.00
MONTANA	25.00	0.00	0.00	25.00	50.00	100.00
NEBRASKA	3.15	0.00	2.36	8.66	85.83	100.00
NEVADA	0.00	5.88	14.44	20.86	58.82	100.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00	100.00
NEW JERSEY	0.00	3.79	28.03	30.30	37.88	100.00
NEW MEXICO	7.83	0.78	2.87	64.23	24.28	100.00
NEW YORK	0.49	2.19	25.49	27.57	44.26	100.00
NORTH CAROLINA	1.58	3.16	38.42	6.32	50.53	100.00
NORTH DAKOTA	54.55	0.00	0.00	0.00	45.45	100.00
OHIO	0.19	1.21	20.57	2.03	76.00	100.00
OKLAHOMA	0.00	0.00	16.67	0.00	83.33	100.00
OREGON	0.43	2.72	1.72	11.60	83.52	100.00
PENNSYLVANIA	0.00	0.57	15.06	4.26	80.11	100.00
PUERTO RICO	0.00	0.00	0.00	99.96	0.04	100.00
RHODE ISLAND	0.50	0.99	4.95	25.74	67.82	100.00
SOUTH CAROLINA	0.00	0.00	56.41	0.00	43.59	100.00
SOUTH DAKOTA	13.04	0.00	0.00	0.00	86.96	100.00
TENNESSEE	0.00	1.36	35.66	1.74	61.24	100.00
TEXAS	0.00	1.89	11.32	58.49	28.30	100.00
UTAH	4.81	1.60	0.96	4.81	87.82	100.00
VERMONT	.	.	.	.	.	.
VIRGINIA	0.15	2.27	28.85	5.14	63.60	100.00
WASHINGTON	2.86	5.26	5.88	16.86	69.14	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00	100.00
WISCONSIN	0.38	1.41	40.62	10.88	46.72	100.00
WYOMING	2.70	2.70	5.41	5.41	83.78	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	90.67	2.67	4.00	2.67	100.00
NORTHERN MARIANAS	0.00	83.33	0.00	16.67	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.72	4.01	20.30	19.34	55.62	100.00
50 STATES, D.C. & P.R.	0.73	3.64	20.38	19.41	55.85	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

PROGRAM FOR TYPICAL DEVELOPING CHILDREN

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	1	39	4	52	96
ALASKA	13	1	0	1	8	23
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	1	48	4	78	131
CALIFORNIA	0	0	0	0	0	0
COLORADO	4	1	1	26	80	112
CONNECTICUT	6	9	46	22	175	258
DELAWARE	0	0	19	7	15	41
DISTRICT OF COLUMBIA	0	0	29	7	0	36
FLORIDA	1	8	567	235	1,079	1,890
GEORGIA	0	10	274	11	329	624
HAWAII	0	43	6	1	7	57
IDAHO	1	0	0	2	21	24
ILLINOIS	0	1	18	10	41	70
INDIANA	0	0	13	3	94	110
IOWA	0	1	1	3	31	36
KANSAS	0	2	27	13	85	127
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	1	18	1	21	41
MAINE	0	1	1	1	114	117
MARYLAND	1	3	36	6	66	112
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	3	1	6	0	55	65
MINNESOTA	2	3	6	2	86	99
MISSISSIPPI	1	1	76	2	61	141
MISSOURI	1	4	53	2	215	275
MONTANA	1	0	1	0	8	10
NEBRASKA	1	0	5	0	23	29
NEVADA	0	0	7	6	27	40
NEW HAMPSHIRE	0	1	2	0	42	45
NEW JERSEY	0	5	102	43	114	264
NEW MEXICO	3	0	1	11	4	19
NEW YORK	5	14	77	39	166	301
NORTH CAROLINA	14	7	270	40	436	767
NORTH DAKOTA	5	0	0	0	10	15
OHIO	0	2	23	4	77	106
OKLAHOMA	15	0	5	1	49	70
OREGON	12	0	0	12	34	58
PENNSYLVANIA	0	6	65	10	181	262
PUERTO RICO	0	0	0	11	0	11
RHODE ISLAND	1	1	6	23	73	104
SOUTH CAROLINA	0	1	9	0	13	23
SOUTH DAKOTA	22	0	1	2	56	81
TENNESSEE	0	5	45	4	163	217
TEXAS	2	23	309	349	667	1,350
UTAH	6	0	1	4	16	27
VERMONT	1	2	1	1	63	68
VIRGINIA	0	3	36	6	80	125
WASHINGTON	13	9	23	11	138	194
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	9	5	47	12	115	188
WYOMING	4	2	0	6	39	51
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	10	2	4	0	16
NORTHERN MARIANAS	0	5	0	0	0	5
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	1
U.S. AND OUTLYING AREAS	147	193	2,323	962	5,307	8,932
50 STATES, D.C. & P.R.	147	178	2,320	958	5,307	8,910

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

PROGRAM FOR TYPICAL DEVELOPING CHILDREN

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	1.04	40.63	4.17	54.17	100.00
ALASKA	56.52	4.35	0.00	4.35	34.78	100.00
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.76	36.64	3.05	59.54	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	3.57	0.89	0.89	23.21	71.43	100.00
CONNECTICUT	2.33	3.49	17.83	8.53	67.83	100.00
DELAWARE	0.00	0.00	46.34	17.07	36.59	100.00
DISTRICT OF COLUMBIA	0.00	0.00	80.56	19.44	0.00	100.00
FLORIDA	0.05	0.42	30.00	12.43	57.09	100.00
GEORGIA	0.00	1.60	43.91	1.76	52.72	100.00
HAWAII	0.00	75.44	10.53	1.75	12.28	100.00
IDAHO	4.17	0.00	0.00	8.33	87.50	100.00
ILLINOIS	0.00	1.43	25.71	14.29	58.57	100.00
INDIANA	0.00	0.00	11.82	2.73	85.45	100.00
IOWA	0.00	2.78	2.78	8.33	86.11	100.00
KANSAS	0.00	1.57	21.26	10.24	66.93	100.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	2.44	43.90	2.44	51.22	100.00
MAINE	0.00	0.85	0.85	0.85	97.44	100.00
MARYLAND	0.89	2.68	32.14	5.36	58.93	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	4.62	1.54	9.23	0.00	84.62	100.00
MINNESOTA	2.02	3.03	6.06	2.02	86.87	100.00
MISSISSIPPI	0.71	0.71	53.90	1.42	43.26	100.00
MISSOURI	0.36	1.45	19.27	0.73	78.18	100.00
MONTANA	10.00	0.00	10.00	0.00	80.00	100.00
NEBRASKA	3.45	0.00	17.24	0.00	79.31	100.00
NEVADA	0.00	0.00	17.50	15.00	67.50	100.00
NEW HAMPSHIRE	0.00	2.22	4.44	0.00	93.33	100.00
NEW JERSEY	0.00	1.89	38.64	16.29	43.18	100.00
NEW MEXICO	15.79	0.00	5.26	57.89	21.05	100.00
NEW YORK	1.66	4.65	25.58	12.96	55.15	100.00
NORTH CAROLINA	1.83	0.91	35.20	5.22	56.84	100.00
NORTH DAKOTA	33.33	0.00	0.00	0.00	66.67	100.00
OHIO	0.00	1.89	21.70	3.77	72.64	100.00
OKLAHOMA	21.43	0.00	7.14	1.43	70.00	100.00
OREGON	20.69	0.00	0.00	20.69	58.62	100.00
PENNSYLVANIA	0.00	2.29	24.81	3.82	69.08	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.96	0.96	5.77	22.12	70.19	100.00
SOUTH CAROLINA	0.00	4.35	39.13	0.00	56.52	100.00
SOUTH DAKOTA	27.16	0.00	1.23	2.47	69.14	100.00
TENNESSEE	0.00	2.30	20.74	1.84	75.12	100.00
TEXAS	0.15	1.70	22.89	25.85	49.41	100.00
UTAH	22.22	0.00	3.70	14.81	59.26	100.00
VERMONT	1.47	2.94	1.47	1.47	92.65	100.00
VIRGINIA	0.00	2.40	28.80	4.80	64.00	100.00
WASHINGTON	6.70	4.64	11.86	5.67	71.13	100.00
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	4.79	2.66	25.00	6.38	61.17	100.00
WYOMING	7.84	3.92	0.00	11.76	76.47	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	62.50	12.50	25.00	0.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	100.00
U.S. AND OUTLYING AREAS	1.65	2.16	26.01	10.77	59.42	100.00
50 STATES, D.C. & P.R.	1.65	2.00	26.04	10.75	59.56	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

HOME

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	6	388	9	447	850
ALASKA	210	34	22	19	246	531
ARIZONA	164	22	73	562	785	1,606
ARKANSAS	0	3	180	13	360	556
CALIFORNIA	13	224	344	1,759	1,126	3,466
COLORADO	9	23	42	345	880	1,299
CONNECTICUT	7	80	477	490	2,002	3,056
DELAWARE	1	3	82	27	202	315
DISTRICT OF COLUMBIA	0	0	14	11	5	30
FLORIDA	5	28	1,015	964	2,659	4,671
GEORGIA	4	40	1,057	156	1,315	2,572
HAWAII	12	1,853	35	50	164	2,114
IDAHO	15	7	7	124	688	841
ILLINOIS	7	55	577	411	1,747	2,797
INDIANA	5	57	579	189	4,744	5,574
IOWA	4	11	39	43	831	928
KANSAS	15	29	159	207	1,288	1,698
KENTUCKY	17	21	302	48	2,126	2,514
LOUISIANA	7	14	640	18	783	1,462
MAINE	1	1	2	1	210	215
MARYLAND	3	74	873	137	1,284	2,371
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	59	49	1,019	214	3,600	4,941
MINNESOTA	37	43	126	84	1,973	2,263
MISSISSIPPI	2	3	636	15	499	1,155
MISSOURI	3	18	298	28	1,503	1,850
MONTANA	125	9	5	13	447	599
NEBRASKA	5	7	30	30	443	515
NEVADA	4	10	44	103	245	406
NEW HAMPSHIRE	9	9	8	20	875	921
NEW JERSEY	1	187	809	557	2,707	4,261
NEW MEXICO	207	5	16	341	275	844
NEW YORK	39	233	1,230	1,149	8,126	10,777
NORTH CAROLINA	60	81	1,211	164	1,838	3,354
NORTH DAKOTA	36	3	8	6	241	294
OHIO	9	49	561	116	2,696	3,431
OKLAHOMA	174	26	239	111	1,548	2,098
OREGON	15	18	34	126	749	942
PENNSYLVANIA	15	118	1,079	423	4,822	6,457
PUERTO RICO	0	0	0	387	0	387
RHODE ISLAND	7	8	23	46	454	538
SOUTH CAROLINA	1	14	787	35	770	1,607
SOUTH DAKOTA	146	2	3	3	321	475
TENNESSEE	2	17	467	57	1,368	1,911
TEXAS	20	246	1,695	5,517	5,260	12,738
UTAH	42	21	16	161	1,338	1,578
VERMONT	5	9	7	3	309	333
VIRGINIA	2	40	517	92	1,138	1,789
WASHINGTON	17	30	34	122	491	694
WEST VIRGINIA	1	1	56	2	1,146	1,206
WISCONSIN	41	61	476	179	2,338	3,095
WYOMING	23	8	5	28	291	355
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	138	3	9	0	150
NORTHERN MARIANAS	0	27	0	0	0	27
PALAU	0	4	0	0	0	4
VIRGIN ISLANDS	0	0	47	14	3	64
U.S. AND OUTLYING AREAS	1,606	4,079	18,396	15,738	71,706	111,525
50 STATES, D.C. & P.R.	1,606	3,910	18,346	15,715	71,703	111,280

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

HOME

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.71	45.65	1.06	52.59	100.00
ALASKA	39.55	6.40	4.14	3.58	46.33	100.00
ARIZONA	10.21	1.37	4.55	34.99	48.88	100.00
ARKANSAS	0.00	0.54	32.37	2.34	64.75	100.00
CALIFORNIA	0.38	6.46	9.92	50.75	32.49	100.00
COLORADO	0.69	1.77	3.23	26.56	67.74	100.00
CONNECTICUT	0.23	2.62	15.61	16.03	65.51	100.00
DELAWARE	0.32	0.95	26.03	8.57	64.13	100.00
DISTRICT OF COLUMBIA	0.00	0.00	46.67	36.67	16.67	100.00
FLORIDA	0.11	0.60	21.73	20.64	56.93	100.00
GEORGIA	0.16	1.56	41.10	6.07	51.13	100.00
HAWAII	0.57	87.65	1.66	2.37	7.76	100.00
IDAHO	1.78	0.83	0.83	14.74	81.81	100.00
ILLINOIS	0.25	1.97	20.63	14.69	62.46	100.00
INDIANA	0.09	1.02	10.39	3.39	85.11	100.00
IOWA	0.43	1.19	4.20	4.63	89.55	100.00
KANSAS	0.88	1.71	9.36	12.19	75.85	100.00
KENTUCKY	0.68	0.84	12.01	1.91	84.57	100.00
LOUISIANA	0.48	0.96	43.78	1.23	53.56	100.00
MAINE	0.47	0.47	0.93	0.47	97.67	100.00
MARYLAND	0.13	3.12	36.82	5.78	54.15	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1.19	0.99	20.62	4.33	72.86	100.00
MINNESOTA	1.63	1.90	5.57	3.71	87.19	100.00
MISSISSIPPI	0.17	0.26	55.06	1.30	43.20	100.00
MISSOURI	0.16	0.97	16.11	1.51	81.24	100.00
MONTANA	20.87	1.50	0.83	2.17	74.62	100.00
NEBRASKA	0.97	1.36	5.83	5.83	86.02	100.00
NEVADA	0.99	2.46	10.84	25.37	60.34	100.00
NEW HAMPSHIRE	0.98	0.98	0.87	2.17	95.01	100.00
NEW JERSEY	0.02	4.39	18.99	13.07	63.53	100.00
NEW MEXICO	24.53	0.59	1.90	40.40	32.58	100.00
NEW YORK	0.36	2.16	11.41	10.66	75.40	100.00
NORTH CAROLINA	1.79	2.42	36.11	4.89	54.80	100.00
NORTH DAKOTA	12.24	1.02	2.72	2.04	81.97	100.00
OHIO	0.26	1.43	16.35	3.38	78.58	100.00
OKLAHOMA	8.29	1.24	11.39	5.29	73.78	100.00
OREGON	1.59	1.91	3.61	13.38	79.51	100.00
PENNSYLVANIA	0.23	1.83	16.71	6.55	74.68	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	1.30	1.49	4.28	8.55	84.39	100.00
SOUTH CAROLINA	0.06	0.87	48.97	2.18	47.92	100.00
SOUTH DAKOTA	30.74	0.42	0.63	0.63	67.58	100.00
TENNESSEE	0.10	0.89	24.44	2.98	71.59	100.00
TEXAS	0.16	1.93	13.31	43.31	41.29	100.00
UTAH	2.66	1.33	1.01	10.20	84.79	100.00
VERMONT	1.50	2.70	2.10	0.90	92.79	100.00
VIRGINIA	0.11	2.24	28.90	5.14	63.61	100.00
WASHINGTON	2.45	4.32	4.90	17.58	70.75	100.00
WEST VIRGINIA	0.08	0.08	4.64	0.17	95.02	100.00
WISCONSIN	1.32	1.97	15.38	5.78	75.54	100.00
WYOMING	6.48	2.25	1.41	7.89	81.97	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	92.00	2.00	6.00	0.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	0.00	100.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	0.00	0.00	73.44	21.88	4.69	100.00
U.S. AND OUTLYING AREAS	1.44	3.66	16.49	14.11	64.30	100.00
50 STATES, D.C. & P.R.	1.44	3.51	16.49	14.12	64.43	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

HOSPITAL (INPATIENT)

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	1	0	1	2
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	1	2	1	4
ARKANSAS	0	0	25	0	3	28
CALIFORNIA	0	0	0	0	0	0
COLORADO	1	2	4	24	54	85
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	2	0	7	9
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	1	1	32	26	75	135
GEORGIA	0	0	1	5	1	7
HAWAII	0	3	0	0	0	3
IDAHO	0	0	0	2	3	5
ILLINOIS	0	0	1	0	1	2
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	1	1
MAINE	0	0	0	0	51	51
MARYLAND	0	0	0	0	1	1
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0	0	4	0	21	25
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	1	2	384	9	302	698
MISSOURI	0	0	2	0	42	44
MONTANA	2	0	1	3	7	13
NEBRASKA	0	0	0	0	1	1
NEVADA	0	0	1	0	4	5
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0	0	1	1	2	4
NEW MEXICO	1	0	0	0	0	1
NEW YORK	0	0	8	2	4	14
NORTH CAROLINA	0	0	1	0	2	3
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	9	1	31	41
OKLAHOMA	0	0	0	1	4	5
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	0	2	0	1	3
PUERTO RICO	0	0	0	5	0	5
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0	0	3	0	0	3
SOUTH DAKOTA	1	0	0	0	0	1
TENNESSEE	0	0	0	0	9	9
TEXAS	0	0	0	1	0	1
UTAH	0	1	1	0	0	2
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	2	0	3	5
WASHINGTON	1	0	0	1	2	4
WEST VIRGINIA	0	0	0	0	1	1
WISCONSIN	0	0	2	1	25	28
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	0	0	0	1
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	8	11	488	84	660	1,251
50 STATES, D.C. & P.R.	8	9	488	84	660	1,249

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

HOSPITAL(INPATIENT)

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.00	50.00	0.00	50.00	100.00
ALASKA	.	.	.	.	.	.
ARIZONA	0.00	0.00	25.00	50.00	25.00	100.00
ARKANSAS	0.00	0.00	89.29	0.00	10.71	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	1.18	2.35	4.71	28.24	63.53	100.00
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0.00	0.00	22.22	0.00	77.78	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0.74	0.74	23.70	19.26	55.56	100.00
GEORGIA	0.00	0.00	14.29	71.43	14.29	100.00
HAWAII	0.00	100.00	0.00	0.00	0.00	100.00
IDAHO	0.00	0.00	0.00	40.00	60.00	100.00
ILLINOIS	0.00	0.00	50.00	0.00	50.00	100.00
INDIANA	.	.	.	.	.	.
IOWA	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	0.00	0.00	0.00	100.00	100.00
MAINE	0.00	0.00	0.00	0.00	100.00	100.00
MARYLAND	0.00	0.00	0.00	0.00	100.00	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0.00	0.00	16.00	0.00	84.00	100.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.14	0.29	55.01	1.29	43.27	100.00
MISSOURI	0.00	0.00	4.55	0.00	95.45	100.00
MONTANA	15.38	0.00	7.69	23.08	53.85	100.00
NEBRASKA	0.00	0.00	0.00	0.00	100.00	100.00
NEVADA	0.00	0.00	20.00	0.00	80.00	100.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	25.00	25.00	50.00	100.00
NEW MEXICO	100.00	0.00	0.00	0.00	0.00	100.00
NEW YORK	0.00	0.00	57.14	14.29	28.57	100.00
NORTH CAROLINA	0.00	0.00	33.33	0.00	66.67	100.00
NORTH DAKOTA	.	.	.	.	.	.
OHIO	0.00	0.00	21.95	2.44	75.61	100.00
OKLAHOMA	0.00	0.00	0.00	20.00	80.00	100.00
OREGON	.	.	.	.	.	.
PENNSYLVANIA	0.00	0.00	66.67	0.00	33.33	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	100.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.00	0.00	0.00	100.00	100.00
TEXAS	0.00	0.00	0.00	100.00	0.00	100.00
UTAH	0.00	50.00	50.00	0.00	0.00	100.00
VERMONT	.	.	.	.	.	.
VIRGINIA	0.00	0.00	40.00	0.00	60.00	100.00
WASHINGTON	25.00	0.00	0.00	25.00	50.00	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00	100.00
WISCONSIN	0.00	0.00	7.14	3.57	89.29	100.00
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.64	0.88	39.01	6.71	52.76	100.00
50 STATES, D.C. & P.R.	0.64	0.72	39.07	6.73	52.84	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	4	0	3	7
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	4	0	4	8
CALIFORNIA	0	0	0	0	0	0
COLORADO	0	0	0	2	0	2
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	1	1	2
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	1	0	1	2
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	2	0	1	3
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	3	0	0	3
MAINE	0	0	0	0	31	31
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0	0	6	0	0	6
MINNESOTA	0	0	0	0	4	4
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	0	0	1	1
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	2	2
NEVADA	0	0	0	1	0	1
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0	0	8	2	4	14
NEW MEXICO	0	0	0	0	1	1
NEW YORK	0	0	1	0	1	2
NORTH CAROLINA	0	0	0	0	1	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	4	4
OKLAHOMA	0	0	0	0	1	1
OREGON	0	0	2	1	7	10
PENNSYLVANIA	0	0	1	3	0	4
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	1	0	0	0	0	1
TENNESSEE	0	0	0	0	0	0
TEXAS	0	2	4	2	3	11
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	1	14	2	30	47
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	1	0	0	0	0	1
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	2	4	50	14	100	170
50 STATES, D.C. & P.R.	2	4	50	14	100	170

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

RESIDENTIAL FACILITY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.00	57.14	0.00	42.86	100.00
ALASKA	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	0.00	50.00	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	0.00	0.00	0.00	100.00	0.00	100.00
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0.00	0.00	0.00	50.00	50.00	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0.00	0.00	50.00	0.00	50.00	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	100.00	0.00	0.00	0.00	100.00
IDAHO	.	.	.	.	.	.
ILLINOIS	.	.	.	.	.	.
INDIANA	0.00	0.00	66.67	0.00	33.33	100.00
IOWA	.	.	.	.	.	.
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.00	0.00	100.00	0.00	0.00	100.00
MAINE	0.00	0.00	0.00	0.00	100.00	100.00
MARYLAND	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0.00	0.00	100.00	0.00	0.00	100.00
MINNESOTA	0.00	0.00	0.00	0.00	100.00	100.00
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	0.00	0.00	0.00	0.00	100.00	100.00
MONTANA	.	.	.	.	.	.
NEBRASKA	0.00	0.00	0.00	0.00	100.00	100.00
NEVADA	0.00	0.00	0.00	100.00	0.00	100.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	57.14	14.29	28.57	100.00
NEW MEXICO	0.00	0.00	0.00	0.00	100.00	100.00
NEW YORK	0.00	0.00	50.00	0.00	50.00	100.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	100.00	100.00
NORTH DAKOTA	.	.	.	.	.	.
OHIO	0.00	0.00	0.00	0.00	100.00	100.00
OKLAHOMA	0.00	0.00	0.00	0.00	100.00	100.00
OREGON	0.00	0.00	20.00	10.00	70.00	100.00
PENNSYLVANIA	0.00	0.00	25.00	75.00	0.00	100.00
PUERTO RICO	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	100.00
TENNESSEE	.	.	.	.	.	.
TEXAS	0.00	18.18	36.36	18.18	27.27	100.00
UTAH	.	.	.	.	.	.
VERMONT	.	.	.	.	.	.
VIRGINIA	0.00	2.13	29.79	4.26	63.83	100.00
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	100.00	0.00	0.00	0.00	0.00	100.00
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.18	2.35	29.41	8.24	58.82	100.00
50 STATES, D.C. & P.R.	1.18	2.35	29.41	8.24	58.82	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

SERVICE PROVIDER LOCATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	2	1	85	4	168	260
ALASKA	6	0	0	2	11	19
ARIZONA	66	8	31	294	353	752
ARKANSAS	1	0	47	0	98	146
CALIFORNIA	5	205	391	1,244	1,021	2,866
COLORADO	1	1	15	54	199	270
CONNECTICUT	0	1	3	11	25	40
DELAWARE	1	1	29	3	72	106
DISTRICT OF COLUMBIA	0	0	42	4	3	49
FLORIDA	3	28	839	290	1,823	2,983
GEORGIA	0	3	86	11	208	308
HAWAII	0	194	11	5	61	271
IDAHO	0	0	0	13	53	66
ILLINOIS	1	12	115	82	624	834
INDIANA	1	4	57	15	635	712
IOWA	0	0	0	0	16	16
KANSAS	1	4	4	9	93	111
KENTUCKY	3	3	48	7	340	401
LOUISIANA	5	4	100	2	145	256
MAINE	1	2	3	2	269	277
MARYLAND	0	2	23	2	55	82
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	5	4	98	10	313	430
MINNESOTA	1	0	0	1	30	32
MISSISSIPPI	0	1	153	4	120	278
MISSOURI	0	0	37	5	191	233
MONTANA	1	0	0	0	1	2
NEBRASKA	0	0	0	0	1	1
NEVADA	2	25	62	95	244	428
NEW HAMPSHIRE	0	0	0	0	1	1
NEW JERSEY	0	0	3	10	23	36
NEW MEXICO	9	1	1	50	61	122
NEW YORK	1	6	52	57	319	435
NORTH CAROLINA	1	1	5	2	7	16
NORTH DAKOTA	0	0	0	0	8	8
OHIO	0	5	61	4	174	244
OKLAHOMA	5	0	1	2	9	17
OREGON	0	3	1	5	34	43
PENNSYLVANIA	0	3	11	4	90	108
PUERTO RICO	0	0	0	197	0	197
RHODE ISLAND	0	0	1	17	26	44
SOUTH CAROLINA	1	5	270	12	441	729
SOUTH DAKOTA	0	0	0	0	4	4
TENNESSEE	2	13	320	16	692	1,043
TEXAS	0	0	3	17	18	38
UTAH	2	5	1	0	81	89
VERMONT	0	0	0	1	7	8
VIRGINIA	0	8	102	18	223	351
WASHINGTON	10	10	14	27	170	231
WEST VIRGINIA	0	1	2	0	66	69
WISCONSIN	2	4	5	5	210	226
WYOMING	1	0	0	0	5	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	33	1	2	36
U.S. AND OUTLYING AREAS	140	569	3,165	2,614	9,843	16,331
50 STATES, D.C. & P.R.	140	568	3,132	2,613	9,841	16,294

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

SERVICE PROVIDER LOCATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.77	0.38	32.69	1.54	64.62	100.00
ALASKA	31.58	0.00	0.00	10.53	57.89	100.00
ARIZONA	8.78	1.06	4.12	39.10	46.94	100.00
ARKANSAS	0.68	0.00	32.19	0.00	67.12	100.00
CALIFORNIA	0.17	7.15	13.64	43.41	35.62	100.00
COLORADO	0.37	0.37	5.56	20.00	73.70	100.00
CONNECTICUT	0.00	2.50	7.50	27.50	62.50	100.00
DELAWARE	0.94	0.94	27.36	2.83	67.92	100.00
DISTRICT OF COLUMBIA	0.00	0.00	85.71	8.16	6.12	100.00
FLORIDA	0.10	0.94	28.13	9.72	61.11	100.00
GEORGIA	0.00	0.97	27.92	3.57	67.53	100.00
HAWAII	0.00	71.59	4.06	1.85	22.51	100.00
IDAHO	0.00	0.00	0.00	19.70	80.30	100.00
ILLINOIS	0.12	1.44	13.79	9.83	74.82	100.00
INDIANA	0.14	0.56	8.01	2.11	89.19	100.00
IOWA	0.00	0.00	0.00	0.00	100.00	100.00
KANSAS	0.90	3.60	3.60	8.11	83.78	100.00
KENTUCKY	0.75	0.75	11.97	1.75	84.79	100.00
LOUISIANA	1.95	1.56	39.06	0.78	56.64	100.00
MAINE	0.36	0.72	1.08	0.72	97.11	100.00
MARYLAND	0.00	2.44	28.05	2.44	67.07	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1.16	0.93	22.79	2.33	72.79	100.00
MINNESOTA	3.13	0.00	0.00	3.13	93.75	100.00
MISSISSIPPI	0.00	0.36	55.04	1.44	43.17	100.00
MISSOURI	0.00	0.00	15.88	2.15	81.97	100.00
MONTANA	50.00	0.00	0.00	0.00	50.00	100.00
NEBRASKA	0.00	0.00	0.00	0.00	100.00	100.00
NEVADA	0.47	5.84	14.49	22.20	57.01	100.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00	100.00
NEW JERSEY	0.00	0.00	8.33	27.78	63.89	100.00
NEW MEXICO	7.38	0.82	0.82	40.98	50.00	100.00
NEW YORK	0.23	1.38	11.95	13.10	73.33	100.00
NORTH CAROLINA	6.25	6.25	31.25	12.50	43.75	100.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00	100.00
OHIO	0.00	2.05	25.00	1.64	71.31	100.00
OKLAHOMA	29.41	0.00	5.88	11.76	52.94	100.00
OREGON	0.00	6.98	2.33	11.63	79.07	100.00
PENNSYLVANIA	0.00	2.78	10.19	3.70	83.33	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.00	2.27	38.64	59.09	100.00
SOUTH CAROLINA	0.14	0.69	37.04	1.65	60.49	100.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00	100.00
TENNESSEE	0.19	1.25	30.68	1.53	66.35	100.00
TEXAS	0.00	0.00	7.89	44.74	47.37	100.00
UTAH	2.25	5.62	1.12	0.00	91.01	100.00
VERMONT	0.00	0.00	0.00	12.50	87.50	100.00
VIRGINIA	0.00	2.28	29.06	5.13	63.53	100.00
WASHINGTON	4.33	4.33	6.06	11.69	73.59	100.00
WEST VIRGINIA	0.00	1.45	2.90	0.00	95.65	100.00
WISCONSIN	0.88	1.77	2.21	2.21	92.92	100.00
WYOMING	16.67	0.00	0.00	0.00	83.33	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	91.67	2.78	5.56	100.00
U.S. AND OUTLYING AREAS	0.86	3.48	19.38	16.01	60.27	100.00
50 STATES, D.C. & P.R.	0.86	3.49	19.22	16.04	60.40	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

OTHER SETTING

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	1	11	1	15	28
ALASKA	5	1	0	0	6	12
ARIZONA	3	1	3	40	16	63
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	0	3	11	40	80	134
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	8	128	38	205	379
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	1	8	285	52	438	784
GEORGIA	0	1	2	4	7	14
HAWAII	0	7	0	0	1	8
IDAHO	0	0	0	1	4	5
ILLINOIS	1	6	118	49	323	497
INDIANA	0	2	48	18	427	495
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	27	27
KENTUCKY	0	1	9	1	60	71
LOUISIANA	1	0	23	0	46	70
MAINE	0	0	0	0	36	36
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1	0	13	4	94	112
MINNESOTA	0	1	0	0	17	18
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	0	1	20	21
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	1	1
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	11	11
NEW JERSEY	0	0	18	6	8	32
NEW MEXICO	7	0	1	20	18	46
NEW YORK	0	7	63	26	182	278
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	1	2	1	45	49
OKLAHOMA	1	0	6	0	14	21
OREGON	0	0	0	3	12	15
PENNSYLVANIA	1	40	578	173	211	1,003
PUERTO RICO	0	0	0	8	0	8
RHODE ISLAND	0	1	18	53	49	121
SOUTH CAROLINA	0	0	0	0	3	3
SOUTH DAKOTA	7	0	0	0	19	26
TENNESSEE	0	1	4	0	56	61
TEXAS	0	2	22	86	60	170
UTAH	0	2	0	1	2	5
VERMONT	0	0	0	0	0	0
VIRGINIA	0	2	8	2	18	30
WASHINGTON	0	0	3	5	7	15
WEST VIRGINIA	0	0	0	0	9	9
WISCONSIN	1	1	2	2	19	25
WYOMING	0	0	0	0	8	8
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	29	97	1,376	635	2,574	4,711
50 STATES, D.C. & P.R.	29	97	1,376	635	2,574	4,711

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

OTHER SETTING

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	3.57	39.29	3.57	53.57	100.00
ALASKA	41.67	8.33	0.00	0.00	50.00	100.00
ARIZONA	4.76	1.59	4.76	63.49	25.40	100.00
ARKANSAS	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	0.00	2.24	8.21	29.85	59.70	100.00
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0.00	2.11	33.77	10.03	54.09	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0.13	1.02	36.35	6.63	55.87	100.00
GEORGIA	0.00	7.14	14.29	28.57	50.00	100.00
HAWAII	0.00	87.50	0.00	0.00	12.50	100.00
IDAHO	0.00	0.00	0.00	20.00	80.00	100.00
ILLINOIS	0.20	1.21	23.74	9.86	64.99	100.00
INDIANA	0.00	0.40	9.70	3.64	86.26	100.00
IOWA	.	.	.	.	.	.
KANSAS	0.00	0.00	0.00	0.00	100.00	100.00
KENTUCKY	0.00	1.41	12.68	1.41	84.51	100.00
LOUISIANA	1.43	0.00	32.86	0.00	65.71	100.00
MAINE	0.00	0.00	0.00	0.00	100.00	100.00
MARYLAND	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0.89	0.00	11.61	3.57	83.93	100.00
MINNESOTA	0.00	5.56	0.00	0.00	94.44	100.00
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	0.00	0.00	0.00	4.76	95.24	100.00
MONTANA	.	.	.	.	.	.
NEBRASKA	0.00	0.00	0.00	0.00	100.00	100.00
NEVADA	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00	100.00
NEW JERSEY	0.00	0.00	56.25	18.75	25.00	100.00
NEW MEXICO	15.22	0.00	2.17	43.48	39.13	100.00
NEW YORK	0.00	2.52	22.66	9.35	65.47	100.00
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.	.
OHIO	0.00	2.04	4.08	2.04	91.84	100.00
OKLAHOMA	4.76	0.00	28.57	0.00	66.67	100.00
OREGON	0.00	0.00	0.00	20.00	80.00	100.00
PENNSYLVANIA	0.10	3.99	57.63	17.25	21.04	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.83	14.88	43.80	40.50	100.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	100.00	100.00
SOUTH DAKOTA	26.92	0.00	0.00	0.00	73.08	100.00
TENNESSEE	0.00	1.64	6.56	0.00	91.80	100.00
TEXAS	0.00	1.18	12.94	50.59	35.29	100.00
UTAH	0.00	40.00	0.00	20.00	40.00	100.00
VERMONT	.	.	.	.	.	.
VIRGINIA	0.00	6.67	26.67	6.67	60.00	100.00
WASHINGTON	0.00	0.00	20.00	33.33	46.67	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00	100.00
WISCONSIN	4.00	4.00	8.00	8.00	76.00	100.00
WYOMING	0.00	0.00	0.00	0.00	100.00	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.62	2.06	29.21	13.48	54.64	100.00
50 STATES, D.C. & P.R.	0.62	2.06	29.21	13.48	54.64	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Number) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

TOTAL SETTING

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	2	14	776	33	1,012	1,837
ALASKA	234	36	22	22	271	585
ARIZONA	235	33	111	922	1,219	2,520
ARKANSAS	5	18	793	38	1,166	2,020
CALIFORNIA	18	429	735	3,003	2,147	6,332
COLORADO	17	31	82	546	1,401	2,077
CONNECTICUT	13	90	526	523	2,202	3,354
DELAWARE	2	12	292	87	549	942
DISTRICT OF COLUMBIA	0	1	167	34	10	212
FLORIDA	12	80	3,073	1,703	6,678	11,546
GEORGIA	4	54	1,481	189	1,906	3,634
HAWAII	15	2,596	70	69	335	3,085
IDAHO	23	11	11	161	998	1,204
ILLINOIS	10	113	1,406	871	3,907	6,307
INDIANA	6	66	732	237	6,144	7,185
IOWA	6	13	51	55	989	1,114
KANSAS	20	39	232	247	1,649	2,187
KENTUCKY	21	27	389	61	2,737	3,235
LOUISIANA	13	21	858	24	1,049	1,965
MAINE	2	4	6	4	732	748
MARYLAND	4	95	1,368	171	2,192	3,830
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	76	76	1,269	263	5,161	6,845
MINNESOTA	55	59	173	116	2,449	2,852
MISSISSIPPI	4	7	1,249	30	982	2,272
MISSOURI	4	25	435	43	2,152	2,659
MONTANA	130	9	7	17	465	628
NEBRASKA	10	7	38	41	580	676
NEVADA	6	46	141	244	630	1,067
NEW HAMPSHIRE	9	10	10	20	930	979
NEW JERSEY	1	197	978	659	2,908	4,743
NEW MEXICO	257	9	30	668	452	1,416
NEW YORK	54	300	1,897	1,777	9,607	13,635
NORTH CAROLINA	78	95	1,560	218	2,380	4,331
NORTH DAKOTA	47	3	8	6	264	328
OHIO	14	89	1,202	180	5,044	6,529
OKLAHOMA	195	26	252	115	1,630	2,218
OREGON	30	40	49	228	1,419	1,766
PENNSYLVANIA	16	169	1,789	628	5,587	8,189
PUERTO RICO	0	0	0	2,975	1	2,976
RHODE ISLAND	9	12	58	191	739	1,009
SOUTH CAROLINA	2	20	1,091	47	1,244	2,404
SOUTH DAKOTA	180	2	4	5	420	611
TENNESSEE	4	43	1,020	86	2,604	3,757
TEXAS	22	274	2,039	6,003	6,023	14,361
UTAH	65	34	22	181	1,711	2,013
VERMONT	6	11	8	5	379	409
VIRGINIA	3	69	870	154	1,913	3,009
WASHINGTON	78	117	150	384	1,702	2,431
WEST VIRGINIA	1	2	58	2	1,225	1,288
WISCONSIN	58	86	965	315	3,205	4,629
WYOMING	29	11	7	36	374	457
AMERICAN SAMOA	0	20	0	0	0	20
GUAM	0	217	7	16	2	242
NORTHERN MARIANAS	0	39	0	1	0	40
PALAU	0	4	0	0	0	4
VIRGIN ISLANDS	0	0	81	15	5	101
U.S. AND OUTLYING AREAS	2,105	5,911	30,648	24,669	103,480	166,813
50 STATES, D.C. & P.R.	2,105	5,631	30,560	24,637	103,473	166,406

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Racial/Ethnic Composition (Percentage) of Infants and Toddlers With Disabilities and Their Families Served Under Part C by Program Settings in Accordance With Part C, December 1, 1999

TOTAL SETTING

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.11	0.76	42.24	1.80	55.09	100.00
ALASKA	40.00	6.15	3.76	3.76	46.32	100.00
ARIZONA	9.33	1.31	4.40	36.59	48.37	100.00
ARKANSAS	0.25	0.89	39.26	1.88	57.72	100.00
CALIFORNIA	0.28	6.78	11.61	47.43	33.91	100.00
COLORADO	0.82	1.49	3.95	26.29	67.45	100.00
CONNECTICUT	0.39	2.68	15.68	15.59	65.65	100.00
DELAWARE	0.21	1.27	31.00	9.24	58.28	100.00
DISTRICT OF COLUMBIA	0.00	0.47	78.77	16.04	4.72	100.00
FLORIDA	0.10	0.69	26.62	14.75	57.84	100.00
GEORGIA	0.11	1.49	40.75	5.20	52.45	100.00
HAWAII	0.49	84.15	2.27	2.24	10.86	100.00
IDAHO	1.91	0.91	0.91	13.37	82.89	100.00
ILLINOIS	0.16	1.79	22.29	13.81	61.95	100.00
INDIANA	0.08	0.92	10.19	3.30	85.51	100.00
IOWA	0.54	1.17	4.58	4.94	88.78	100.00
KANSAS	0.91	1.78	10.61	11.29	75.40	100.00
KENTUCKY	0.65	0.83	12.02	1.89	84.61	100.00
LOUISIANA	0.66	1.07	43.66	1.22	53.38	100.00
MAINE	0.27	0.53	0.80	0.53	97.86	100.00
MARYLAND	0.10	2.48	35.72	4.46	57.23	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1.11	1.11	18.54	3.84	75.40	100.00
MINNESOTA	1.93	2.07	6.07	4.07	85.87	100.00
MISSISSIPPI	0.18	0.31	54.97	1.32	43.22	100.00
MISSOURI	0.15	0.94	16.36	1.62	80.93	100.00
MONTANA	20.70	1.43	1.11	2.71	74.04	100.00
NEBRASKA	1.48	1.04	5.62	6.07	85.80	100.00
NEVADA	0.56	4.31	13.21	22.87	59.04	100.00
NEW HAMPSHIRE	0.92	1.02	1.02	2.04	94.99	100.00
NEW JERSEY	0.02	4.15	20.62	13.89	61.31	100.00
NEW MEXICO	18.15	0.64	2.12	47.18	31.92	100.00
NEW YORK	0.40	2.20	13.91	13.03	70.46	100.00
NORTH CAROLINA	1.80	2.19	36.02	5.03	54.95	100.00
NORTH DAKOTA	14.33	0.91	2.44	1.83	80.49	100.00
OHIO	0.21	1.36	18.41	2.76	77.26	100.00
OKLAHOMA	8.79	1.17	11.36	5.18	73.49	100.00
OREGON	1.70	2.27	2.77	12.91	80.35	100.00
PENNSYLVANIA	0.20	2.06	21.85	7.67	68.23	100.00
PUERTO RICO	0.00	0.00	0.00	99.97	0.03	100.00
RHODE ISLAND	0.89	1.19	5.75	18.93	73.24	100.00
SOUTH CAROLINA	0.08	0.83	45.38	1.96	51.75	100.00
SOUTH DAKOTA	29.46	0.33	0.65	0.82	68.74	100.00
TENNESSEE	0.11	1.14	27.15	2.29	69.31	100.00
TEXAS	0.15	1.91	14.20	41.80	41.94	100.00
UTAH	3.23	1.69	1.09	8.99	85.00	100.00
VERMONT	1.47	2.69	1.96	1.22	92.67	100.00
VIRGINIA	0.10	2.29	28.91	5.12	63.58	100.00
WASHINGTON	3.21	4.81	6.17	15.80	70.01	100.00
WEST VIRGINIA	0.08	0.16	4.50	0.16	95.11	100.00
WISCONSIN	1.25	1.86	20.85	6.80	69.24	100.00
WYOMING	6.35	2.41	1.53	7.88	81.84	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	89.67	2.89	6.61	0.83	100.00
NORTHERN MARIANAS	0.00	97.50	0.00	2.50	0.00	100.00
PALAU	0.00	100.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	0.00	0.00	80.20	14.85	4.95	100.00
U.S. AND OUTLYING AREAS	1.26	3.54	18.37	14.79	62.03	100.00
50 STATES, D.C. & P.R.	1.26	3.38	18.36	14.81	62.18	100.00

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Completion of IFSP Prior to Maximum Age

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	2	112	0	122	236
ALASKA	3	1	1	0	12	17
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	24	3	67	94
CALIFORNIA	13	183	510	1,503	1,359	3,568
COLORADO	.	.	.	.	.	.
CONNECTICUT	1	18	53	60	363	495
DELAWARE	0	0	8	2	15	25
DISTRICT OF COLUMBIA	0	0	6	3	1	10
FLORIDA	1	4	115	95	273	488
GEORGIA	.	.	.	.	.	.
HAWAII	0	216	6	4	37	263
IDAHO	2	1	2	17	97	119
ILLINOIS	0	2	59	26	206	293
INDIANA	3	21	108	38	1,056	1,226
IOWA	1	0	2	2	62	67
KANSAS	1	7	24	33	282	347
KENTUCKY	4	2	18	0	99	123
LOUISIANA	0	0	18	1	28	47
MAINE	1	2	1	1	265	270
MARYLAND	1	15	78	19	319	432
MASSACHUSETTS	4	45	122	288	1,048	1,507
MICHIGAN	2	1	34	6	215	258
MINNESOTA	25	25	130	39	790	1,009
MISSISSIPPI	3	2	251	6	239	501
MISSOURI	0	0	16	1	43	60
MONTANA	8	4	1	2	86	101
NEBRASKA	.	.	.	.	.	.
NEVADA	0	4	7	12	52	75
NEW HAMPSHIRE	0	9	1	3	155	168
NEW JERSEY	0	14	64	40	313	431
NEW MEXICO	4	0	3	72	39	118
NEW YORK	11	54	161	128	1,670	2,024
NORTH CAROLINA	1	2	27	4	20	54
NORTH DAKOTA	1	0	0	0	13	14
OHIO	2	3	43	11	363	422
OKLAHOMA	4	1	30	12	129	176
OREGON	0	0	0	1	9	10
PENNSYLVANIA	0	12	110	64	631	817
PUERTO RICO	0	0	0	137	0	137
RHODE ISLAND	0	3	7	7	30	47
SOUTH CAROLINA	2	6	206	6	231	451
SOUTH DAKOTA	10	0	0	0	6	16
TENNESSEE	1	3	37	7	274	382
TEXAS	6	45	232	683	985	1,951
UTAH	2	5	2	14	99	122
VERMONT	1	1	0	0	22	24
VIRGINIA	0	7	87	16	192	302
WASHINGTON	10	6	2	26	143	187
WEST VIRGINIA	1	1	12	0	163	177
WISCONSIN	4	9	26	14	256	309
WYOMING	0	2	1	3	25	31
AMERICAN SAMOA	0	20	0	0	0	20
GUAM	0	8	0	0	2	10
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	1	0	2
U.S. AND OUTLYING AREAS	133	767	2,818	3,410	12,906	20,034
50 STATES, D.C. & P.R.	133	738	2,817	3,409	12,904	20,001

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Completion of IFSP Prior to Maximum Age

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.85	47.46	0.00	51.69	100.00
ALASKA	17.65	5.88	5.88	0.00	70.59	100.00
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	25.53	3.19	71.28	100.00
CALIFORNIA	0.36	5.13	14.29	42.12	38.09	100.00
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.20	3.64	10.71	12.12	73.33	100.00
DELAWARE	0.00	0.00	32.00	8.00	60.00	100.00
DISTRICT OF COLUMBIA	0.00	0.00	60.00	30.00	10.00	100.00
FLORIDA	0.20	0.82	23.57	19.47	55.94	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	82.13	2.28	1.52	14.07	100.00
IDAHO	1.68	0.84	1.68	14.29	81.51	100.00
ILLINOIS	0.00	0.68	20.14	8.87	70.31	100.00
INDIANA	0.24	1.71	8.81	3.10	86.13	100.00
IOWA	1.49	0.00	2.99	2.99	92.54	100.00
KANSAS	0.29	2.02	6.92	9.51	81.27	100.00
KENTUCKY	3.25	1.63	14.63	0.00	80.49	100.00
LOUISIANA	0.00	0.00	38.30	2.13	59.57	100.00
MAINE	0.37	0.74	0.37	0.37	98.15	100.00
MARYLAND	0.23	3.47	18.06	4.40	73.84	100.00
MASSACHUSETTS	0.27	2.99	8.10	19.11	69.54	100.00
MICHIGAN	0.78	0.39	13.18	2.33	83.33	100.00
MINNESOTA	2.48	2.48	12.88	3.87	78.30	100.00
MISSISSIPPI	0.60	0.40	50.10	1.20	47.70	100.00
MISSOURI	0.00	0.00	26.67	1.67	71.67	100.00
MONTANA	7.92	3.96	0.99	1.98	85.15	100.00
NEBRASKA	.	.	.	.	.	.
NEVADA	0.00	5.33	9.33	16.00	69.33	100.00
NEW HAMPSHIRE	0.00	5.36	0.60	1.79	92.26	100.00
NEW JERSEY	0.00	3.25	14.85	9.28	72.62	100.00
NEW MEXICO	3.39	0.00	2.54	61.02	33.05	100.00
NEW YORK	0.54	2.67	7.95	6.32	82.51	100.00
NORTH CAROLINA	1.85	3.70	50.00	7.41	37.04	100.00
NORTH DAKOTA	7.14	0.00	0.00	0.00	92.86	100.00
OHIO	0.47	0.71	10.19	2.61	86.02	100.00
OKLAHOMA	2.27	0.57	17.05	6.82	73.30	100.00
OREGON	0.00	0.00	0.00	10.00	90.00	100.00
PENNSYLVANIA	0.00	1.47	13.46	7.83	77.23	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	6.38	14.89	14.89	63.83	100.00
SOUTH CAROLINA	0.44	1.33	45.68	1.33	51.22	100.00
SOUTH DAKOTA	62.50	0.00	0.00	0.00	37.50	100.00
TENNESSEE	0.26	0.79	25.39	1.83	71.73	100.00
TEXAS	0.31	2.31	11.89	35.01	50.49	100.00
UTAH	1.64	4.10	1.64	11.48	81.15	100.00
VERMONT	4.17	4.17	0.00	0.00	91.67	100.00
VIRGINIA	0.00	2.32	28.81	5.30	63.58	100.00
WASHINGTON	5.35	3.21	1.07	13.90	76.47	100.00
WEST VIRGINIA	0.56	0.56	6.78	0.00	92.09	100.00
WISCONSIN	1.29	2.91	8.41	4.53	82.85	100.00
WYOMING	0.00	6.45	3.23	9.68	80.65	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	80.00	0.00	0.00	20.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	50.00	0.00	100.00
U.S. AND OUTLYING AREAS	0.66	3.83	14.07	17.02	64.42	100.00
50 STATES, D.C. & P.R.	0.66	3.69	14.08	17.04	64.52	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis X who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Part B Eligible

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	3	3	368	21	467	862
ALASKA	58	8	13	9	90	178
ARIZONA	76	7	54	321	516	974
ARKANSAS	3	2	81	9	150	245
CALIFORNIA	28	453	587	2,839	2,447	6,354
COLORADO	.	.	.	.	.	.
CONNECTICUT	4	39	193	232	1,047	1,515
DELAWARE	0	1	59	17	126	203
DISTRICT OF COLUMBIA	0	0	35	17	3	55
FLORIDA	1	3	112	94	268	478
GEORGIA	.	.	.	.	.	.
HAWAII	1	250	11	14	65	341
IDAHO	8	0	1	44	336	389
ILLINOIS	2	33	333	215	1,111	1,694
INDIANA	0	14	167	39	1,147	1,367
IOWA	1	6	18	26	386	437
KANSAS	15	11	81	132	754	993
KENTUCKY	.	.	.	.	.	.
LOUISIANA	1	2	140	4	176	323
MAINE	.	.	.	.	.	.
MARYLAND	0	26	279	37	644	986
MASSACHUSETTS	6	102	233	622	2,506	3,469
MICHIGAN	23	27	307	53	1,603	2,013
MINNESOTA	85	63	210	121	3,162	3,641
MISSISSIPPI	9	5	613	18	511	1,156
MISSOURI	1	12	164	13	777	967
MONTANA	23	0	1	0	133	157
NEBRASKA	12	5	4	56	450	527
NEVADA	2	17	34	76	242	371
NEW HAMPSHIRE	1	8	4	4	325	342
NEW JERSEY	3	74	344	253	1,275	1,949
NEW MEXICO	55	0	3	132	86	276
NEW YORK	26	98	713	624	4,233	5,694
NORTH CAROLINA	17	20	333	22	432	824
NORTH DAKOTA	8	1	2	9	106	126
OHIO	1	12	116	28	971	1,128
OKLAHOMA	21	5	72	20	503	621
OREGON	12	12	7	79	513	623
PENNSYLVANIA	7	47	458	173	2,516	3,201
PUERTO RICO	0	0	0	1,044	0	1,044
RHODE ISLAND	0	1	24	58	268	351
SOUTH CAROLINA	0	1	289	9	269	568
SOUTH DAKOTA	59	0	8	2	182	251
TENNESSEE	0	25	395	24	1,232	1,676
TEXAS	8	87	584	1,895	2,325	4,899
UTAH	47	14	9	101	697	868
VERMONT	5	2	4	3	247	261
VIRGINIA	1	25	325	58	715	1,124
WASHINGTON	38	49	70	160	910	1,227
WEST VIRGINIA	0	0	3	0	55	58
WISCONSIN	13	16	51	25	733	838
WYOMING	13	2	2	9	130	156
AMERICAN SAMOA	0	2	0	0	0	2
GUAM	0	33	0	0	2	35
NORTHERN MARIANAS	0	13	0	0	1	14
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	19	5	2	26
U.S. AND OUTLYING AREAS	697	1,636	7,933	9,766	37,845	57,877
50 STATES, D.C. & P.R	697	1,588	7,914	9,761	37,840	57,800

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Part B Eligible

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.35	0.35	42.69	2.44	54.18	100.00
ALASKA	32.58	4.49	7.30	5.06	50.56	100.00
ARIZONA	7.80	0.72	5.54	32.96	52.98	100.00
ARKANSAS	1.22	0.82	33.06	3.67	61.22	100.00
CALIFORNIA	0.44	7.13	9.24	44.68	38.51	100.00
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.26	2.57	12.74	15.31	69.11	100.00
DELAWARE	0.00	0.49	29.06	8.37	62.07	100.00
DISTRICT OF COLUMBIA	0.00	0.00	63.64	30.91	5.45	100.00
FLORIDA	0.21	0.63	23.43	19.67	56.07	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.29	73.31	3.23	4.11	19.06	100.00
IDAHO	2.06	0.00	0.26	11.31	86.38	100.00
ILLINOIS	0.12	1.95	19.66	12.69	65.58	100.00
INDIANA	0.00	1.02	12.22	2.85	83.91	100.00
IOWA	0.23	1.37	4.12	5.95	88.33	100.00
KANSAS	1.51	1.11	8.16	13.29	75.93	100.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0.31	0.62	43.34	1.24	54.49	100.00
MAINE	.	.	.	.	.	.
MARYLAND	0.00	2.64	28.30	3.75	65.31	100.00
MASSACHUSETTS	0.17	2.94	6.72	17.93	72.24	100.00
MICHIGAN	1.14	1.34	15.25	2.63	79.63	100.00
MINNESOTA	2.33	1.73	5.77	3.32	86.84	100.00
MISSISSIPPI	0.78	0.43	53.03	1.56	44.20	100.00
MISSOURI	0.10	1.24	16.96	1.34	80.35	100.00
MONTANA	14.65	0.00	0.64	0.00	84.71	100.00
NEBRASKA	2.28	0.95	0.76	10.63	85.39	100.00
NEVADA	0.54	4.58	9.16	20.49	65.23	100.00
NEW HAMPSHIRE	0.29	2.34	1.17	1.17	95.03	100.00
NEW JERSEY	0.15	3.80	17.65	12.98	65.42	100.00
NEW MEXICO	19.93	0.00	1.09	47.83	31.16	100.00
NEW YORK	0.46	1.72	12.52	10.96	74.34	100.00
NORTH CAROLINA	2.06	2.43	40.41	2.67	52.43	100.00
NORTH DAKOTA	6.35	0.79	1.59	7.14	84.13	100.00
OHIO	0.09	1.06	10.28	2.48	86.08	100.00
OKLAHOMA	3.38	0.81	11.59	3.22	81.00	100.00
OREGON	1.93	1.93	1.12	12.68	82.34	100.00
PENNSYLVANIA	0.22	1.47	14.31	5.40	78.60	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.28	6.84	16.52	76.35	100.00
SOUTH CAROLINA	0.00	0.18	50.88	1.58	47.36	100.00
SOUTH DAKOTA	23.51	0.00	3.19	0.80	72.51	100.00
TENNESSEE	0.00	1.49	23.57	1.43	73.51	100.00
TEXAS	0.16	1.78	11.92	38.68	47.46	100.00
UTAH	5.41	1.61	1.04	11.64	80.30	100.00
VERMONT	1.92	0.77	1.53	1.15	94.64	100.00
VIRGINIA	0.09	2.22	28.91	5.16	63.61	100.00
WASHINGTON	3.10	3.99	5.70	13.04	74.16	100.00
WEST VIRGINIA	0.00	0.00	5.17	0.00	94.83	100.00
WISCONSIN	1.55	1.91	6.09	2.98	87.47	100.00
WYOMING	8.33	1.28	1.28	5.77	83.33	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	94.29	0.00	0.00	5.71	100.00
NORTHERN MARIANAS	0.00	92.86	0.00	0.00	7.14	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	73.08	19.23	7.69	100.00
U.S. AND OUTLYING AREAS	1.20	2.83	13.71	16.87	65.39	100.00
50 STATES, D.C. & P.R.	1.21	2.75	13.69	16.89	65.47	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Exit to Other Program

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	6	0	76	4	72	158
ALASKA	17	0	1	0	10	28
ARIZONA	0	0	0	1	0	1
ARKANSAS	0	1	16	0	35	52
CALIFORNIA	10	189	412	1,292	1,162	3,065
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	3	21	39	102	165
DELAWARE	0	0	35	11	91	137
DISTRICT OF COLUMBIA	0	0	15	1	0	16
FLORIDA	0	3	51	42	122	218
GEORGIA	.	.	.	.	.	.
HAWAII	0	245	3	9	40	297
IDAHO	0	0	0	1	23	24
ILLINOIS	0	5	71	43	146	265
INDIANA	0	8	140	36	1,025	1,209
IOWA	0	0	0	4	10	14
KANSAS	0	0	13	5	39	57
KENTUCKY	.	.	.	.	.	.
LOUISIANA	1	1	7	1	6	16
MAINE	.	.	.	.	.	.
MARYLAND	0	2	90	3	114	209
MASSACHUSETTS	3	45	103	205	373	729
MICHIGAN	5	0	18	2	76	101
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	1	1	197	3	167	369
MISSOURI	0	1	27	2	164	194
MONTANA	9	1	0	0	56	66
NEBRASKA	.	.	.	.	.	.
NEVADA	1	0	3	1	13	18
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0	9	29	27	188	253
NEW MEXICO	25	0	1	30	22	78
NEW YORK	0	2	20	12	75	109
NORTH CAROLINA	2	0	22	2	31	57
NORTH DAKOTA	1	0	0	0	19	20
OHIO	0	6	44	12	354	416
OKLAHOMA	6	2	16	4	111	139
OREGON	0	0	0	1	3	4
PENNSYLVANIA	0	0	1	0	9	10
PUERTO RICO	0	0	0	56	0	56
RHODE ISLAND	1	4	13	23	82	123
SOUTH CAROLINA	0	0	26	2	37	65
SOUTH DAKOTA	15	1	2	1	37	56
TENNESSEE	0	4	53	2	161	220
TEXAS	1	9	129	236	196	571
UTAH	3	2	9	0	59	73
VERMONT	0	0	0	0	17	17
VIRGINIA	1	8	108	19	239	375
WASHINGTON	3	1	2	16	73	95
WEST VIRGINIA	0	0	1	0	30	31
WISCONSIN	2	8	74	20	136	240
WYOMING	1	2	0	1	8	12
AMERICAN SAMOA	0	6	0	0	0	6
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	11	1	0	12
U.S. AND OUTLYING AREAS	114	570	1,860	2,170	5,733	10,447
50 STATES, D.C. & P.R.	114	563	1,849	2,169	5,733	10,428

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Exit to Other Program

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	3.80	0.00	48.10	2.53	45.57	100.00
ALASKA	60.71	0.00	3.57	0.00	35.71	100.00
ARIZONA	0.00	0.00	0.00	100.00	0.00	100.00
ARKANSAS	0.00	1.92	30.77	0.00	67.31	100.00
CALIFORNIA	0.33	6.17	13.44	42.15	37.91	100.00
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.00	1.82	12.73	23.64	61.82	100.00
DELAWARE	0.00	0.00	25.55	8.03	66.42	100.00
DISTRICT OF COLUMBIA	0.00	0.00	93.75	6.25	0.00	100.00
FLORIDA	0.00	1.38	23.39	19.27	55.96	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	82.49	1.01	3.03	13.47	100.00
IDAHO	0.00	0.00	0.00	4.17	95.83	100.00
ILLINOIS	0.00	1.89	26.79	16.23	55.09	100.00
INDIANA	0.00	0.66	11.58	2.98	84.78	100.00
IOWA	0.00	0.00	0.00	28.57	71.43	100.00
KANSAS	0.00	0.00	22.81	8.77	68.42	100.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	6.25	6.25	43.75	6.25	37.50	100.00
MAINE	.	.	.	.	.	.
MARYLAND	0.00	0.96	43.06	1.44	54.55	100.00
MASSACHUSETTS	0.41	6.17	14.13	28.12	51.17	100.00
MICHIGAN	4.95	0.00	17.82	1.98	75.25	100.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.27	0.27	53.39	0.81	45.26	100.00
MISSOURI	0.00	0.52	13.92	1.03	84.54	100.00
MONTANA	13.64	1.52	0.00	0.00	84.85	100.00
NEBRASKA	.	.	.	.	.	.
NEVADA	5.56	0.00	16.67	5.56	72.22	100.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0.00	3.56	11.46	10.67	74.31	100.00
NEW MEXICO	32.05	0.00	1.28	38.46	28.21	100.00
NEW YORK	0.00	1.83	18.35	11.01	68.81	100.00
NORTH CAROLINA	3.51	0.00	38.60	3.51	54.39	100.00
NORTH DAKOTA	5.00	0.00	0.00	0.00	95.00	100.00
OHIO	0.00	1.44	10.58	2.88	85.10	100.00
OKLAHOMA	4.32	1.44	11.51	2.88	79.86	100.00
OREGON	0.00	0.00	0.00	25.00	75.00	100.00
PENNSYLVANIA	0.00	0.00	10.00	0.00	90.00	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.81	3.25	10.57	18.70	66.67	100.00
SOUTH CAROLINA	0.00	0.00	40.00	3.08	56.92	100.00
SOUTH DAKOTA	26.79	1.79	3.57	1.79	66.07	100.00
TENNESSEE	0.00	1.82	24.09	0.91	73.18	100.00
TEXAS	0.18	1.58	22.59	41.33	34.33	100.00
UTAH	4.11	2.74	12.33	0.00	80.82	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00	100.00
VIRGINIA	0.27	2.13	28.80	5.07	63.73	100.00
WASHINGTON	3.16	1.05	2.11	16.84	76.84	100.00
WEST VIRGINIA	0.00	0.00	3.23	0.00	96.77	100.00
WISCONSIN	0.83	3.33	30.83	8.33	56.67	100.00
WYOMING	8.33	16.67	0.00	8.33	66.67	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	91.67	8.33	0.00	100.00
U.S. AND OUTLYING AREAS	1.09	5.46	17.80	20.77	54.88	100.00
50 STATES, D.C. & P.R.	1.09	5.40	17.73	20.80	54.98	100.00

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A + total number exiting by basis X whose race/ethnicity is known).

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Exit with No Reference

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	1	0	4	5
ALASKA	11	2	1	0	13	27
ARIZONA	2	0	0	3	0	5
ARKANSAS	0	0	5	0	6	11
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	.	.	.
CONNECTICUT	2	2	25	27	109	165
DELAWARE	0	3	73	31	160	267
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	0	1	3	2	7	13
GEORGIA	.	.	.	.	.	.
HAWAII	0	84	0	2	24	110
IDAHO	0	0	0	2	17	19
ILLINOIS	0	5	70	33	336	444
INDIANA	0	2	15	1	250	268
IOWA	0	0	0	0	15	15
KANSAS	0	0	5	3	46	54
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	0	22	213	14	449	698
MASSACHUSETTS	1	4	30	44	193	272
MICHIGAN	2	6	168	15	442	633
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	0	168	2	149	319
MISSOURI	0	2	0	0	27	29
MONTANA	5	0	0	1	7	13
NEBRASKA	.	.	.	.	.	.
NEVADA	1	1	2	7	50	61
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	1	0	5	4	67	77
NEW MEXICO	6	0	0	9	14	29
NEW YORK	0	6	26	42	164	238
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	5	5
OHIO	4	6	79	16	615	720
OKLAHOMA	0	1	7	0	29	37
OREGON	0	0	0	1	18	19
PENNSYLVANIA	0	6	43	21	245	315
PUERTO RICO	0	0	0	32	0	32
RHODE ISLAND	0	0	2	4	27	33
SOUTH CAROLINA	0	0	14	1	31	46
SOUTH DAKOTA	1	0	0	0	6	7
TENNESSEE	0	1	17	1	91	110
TEXAS	1	9	31	133	186	360
UTAH	5	0	0	0	34	39
VERMONT	0	2	1	0	9	12
VIRGINIA	0	5	62	11	137	215
WASHINGTON	5	2	3	4	61	75
WEST VIRGINIA	0	1	0	0	15	16
WISCONSIN	0	2	3	1	56	62
WYOMING	1	1	0	3	20	25
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	22	0	0	2	24
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	3
U.S. AND OUTLYING AREAS	48	198	1,076	470	4,136	5,928
50 STATES, D.C. & P.R.	48	176	1,073	470	4,134	5,901

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Exit with No Reference

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.00	20.00	0.00	80.00	100.00
ALASKA	40.74	7.41	3.70	0.00	48.15	100.00
ARIZONA	40.00	0.00	0.00	60.00	0.00	100.00
ARKANSAS	0.00	0.00	45.45	0.00	54.55	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	1.21	1.21	15.15	16.36	66.06	100.00
DELAWARE	0.00	1.12	27.34	11.61	59.93	100.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00	100.00
FLORIDA	0.00	7.69	23.08	15.38	53.85	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	76.36	0.00	1.82	21.82	100.00
IDAHO	0.00	0.00	0.00	10.53	89.47	100.00
ILLINOIS	0.00	1.13	15.77	7.43	75.68	100.00
INDIANA	0.00	0.75	5.60	0.37	93.28	100.00
IOWA	0.00	0.00	0.00	0.00	100.00	100.00
KANSAS	0.00	0.00	9.26	5.56	85.19	100.00
KENTUCKY	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.
MAINE	.	.	.	.	.	.
MARYLAND	0.00	3.15	30.52	2.01	64.33	100.00
MASSACHUSETTS	0.37	1.47	11.03	16.18	70.96	100.00
MICHIGAN	0.32	0.95	26.54	2.37	69.83	100.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	52.66	0.63	46.71	100.00
MISSOURI	0.00	6.90	0.00	0.00	93.10	100.00
MONTANA	38.46	0.00	0.00	7.69	53.85	100.00
NEBRASKA	.	.	.	.	.	.
NEVADA	1.64	1.64	3.28	11.48	81.97	100.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	1.30	0.00	6.49	5.19	87.01	100.00
NEW MEXICO	20.69	0.00	0.00	31.03	48.28	100.00
NEW YORK	0.00	2.52	10.92	17.65	68.91	100.00
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00	100.00
OHIO	0.56	0.83	10.97	2.22	85.42	100.00
OKLAHOMA	0.00	2.70	18.92	0.00	78.38	100.00
OREGON	0.00	0.00	0.00	5.26	94.74	100.00
PENNSYLVANIA	0.00	1.90	13.65	6.67	77.78	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.00	6.06	12.12	81.82	100.00
SOUTH CAROLINA	0.00	0.00	30.43	2.17	67.39	100.00
SOUTH DAKOTA	14.29	0.00	0.00	0.00	85.71	100.00
TENNESSEE	0.00	0.91	15.45	0.91	82.73	100.00
TEXAS	0.28	2.50	8.61	36.94	51.67	100.00
UTAH	12.82	0.00	0.00	0.00	87.18	100.00
VERMONT	0.00	16.67	8.33	0.00	75.00	100.00
VIRGINIA	0.00	2.33	28.84	5.12	63.72	100.00
WASHINGTON	6.67	2.67	4.00	5.33	81.33	100.00
WEST VIRGINIA	0.00	6.25	0.00	0.00	93.75	100.00
WISCONSIN	0.00	3.23	4.84	1.61	90.32	100.00
WYOMING	4.00	4.00	0.00	12.00	80.00	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	91.67	0.00	0.00	8.33	100.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	100.00
U.S. AND OUTLYING AREAS	0.81	3.34	18.15	7.93	69.77	100.00
50 STATES, D.C. & P.R.	0.81	2.98	18.18	7.96	70.06	100.00

Please see data notes for an explanation of individual state differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Part B Eligibility, Not Determined

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	4	90	5	55	155
ALASKA	11	0	1	0	5	17
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	29	0	12	41
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	.	.	.
CONNECTICUT	1	5	76	81	214	377
DELAWARE	0	1	9	5	48	63
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	0	0	0	0
GEORGIA	.	.	.	.	.	.
HAWAII	0	35	1	0	3	39
IDAHO	1	1	0	13	155	170
ILLINOIS	3	22	351	163	916	1,455
INDIANA	1	0	2	2	34	39
IOWA	0	0	1	0	0	1
KANSAS	0	2	0	0	19	21
KENTUCKY	0	1	39	5	249	294
LOUISIANA	0	0	16	2	21	39
MAINE	1	0	0	0	42	43
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	1	6	26	31	113	177
MICHIGAN	1	1	11	1	80	94
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	2	1	221	4	190	418
MISSOURI	0	9	10	49	16	84
MONTANA	2	0	1	0	16	19
NEBRASKA	4	0	1	19	204	228
NEVADA	3	5	14	20	41	83
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	1	41	179	157	427	805
NEW MEXICO	2	0	0	1	4	7
NEW YORK	0	18	144	110	419	691
NORTH CAROLINA	30	34	565	48	699	1,376
NORTH DAKOTA	0	0	0	0	0	0
OHIO	1	1	67	27	372	468
OKLAHOMA	5	0	19	6	79	109
OREGON	.	.	.	.	.	.
PENNSYLVANIA	1	33	467	112	148	761
PUERTO RICO	0	0	0	11	0	11
RHODE ISLAND	0	0	2	9	21	32
SOUTH CAROLINA	0	2	63	1	58	124
SOUTH DAKOTA	3	0	0	0	9	12
TENNESSEE	0	6	67	4	123	200
TEXAS	4	42	271	1,041	715	2,073
UTAH	0	0	0	2	13	15
VERMONT	0	0	0	0	6	6
VIRGINIA	0	1	14	2	30	47
WASHINGTON	1	1	5	8	81	96
WEST VIRGINIA	0	0	0	0	17	17
WISCONSIN	0	4	3	1	60	68
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	1
U.S. AND OUTLYING AREAS	80	276	2,766	1,940	5,714	10,776
50 STATES, D.C. & P.R.	80	276	2,765	1,940	5,714	10,775

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Part B Eligibility, Not Determined

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.65	2.58	58.06	3.23	35.48	100.00
ALASKA	64.71	0.00	5.88	0.00	29.41	100.00
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	70.73	0.00	29.27	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.27	1.33	20.16	21.49	56.76	100.00
DELAWARE	0.00	1.59	14.29	7.94	76.19	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	89.74	2.56	0.00	7.69	100.00
IDAHO	0.59	0.59	0.00	7.65	91.18	100.00
ILLINOIS	0.21	1.51	24.12	11.20	62.96	100.00
INDIANA	2.56	0.00	5.13	5.13	87.18	100.00
IOWA	0.00	0.00	100.00	0.00	0.00	100.00
KANSAS	0.00	9.52	0.00	0.00	90.48	100.00
KENTUCKY	0.00	0.34	13.27	1.70	84.69	100.00
LOUISIANA	0.00	0.00	41.03	5.13	53.85	100.00
MAINE	2.33	0.00	0.00	0.00	97.67	100.00
MARYLAND	.	.	.	.	.	.
MASSACHUSETTS	0.56	3.39	14.69	17.51	63.84	100.00
MICHIGAN	1.06	1.06	11.70	1.06	85.11	100.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.48	0.24	52.87	0.96	45.45	100.00
MISSOURI	0.00	10.71	11.90	58.33	19.05	100.00
MONTANA	10.53	0.00	5.26	0.00	84.21	100.00
NEBRASKA	1.75	0.00	0.44	8.33	89.47	100.00
NEVADA	3.61	6.02	16.87	24.10	49.40	100.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	0.12	5.09	22.24	19.50	53.04	100.00
NEW MEXICO	28.57	0.00	0.00	14.29	57.14	100.00
NEW YORK	0.00	2.60	20.84	15.92	60.64	100.00
NORTH CAROLINA	2.18	2.47	41.06	3.49	50.80	100.00
NORTH DAKOTA	.	.	.	.	.	.
OHIO	0.21	0.21	14.32	5.77	79.49	100.00
OKLAHOMA	4.59	0.00	17.43	5.50	72.48	100.00
OREGON	.	.	.	.	.	.
PENNSYLVANIA	0.13	4.34	61.37	14.72	19.45	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.00	6.25	28.13	65.63	100.00
SOUTH CAROLINA	0.00	1.61	50.81	0.81	46.77	100.00
SOUTH DAKOTA	25.00	0.00	0.00	0.00	75.00	100.00
TENNESSEE	0.00	3.00	33.50	2.00	61.50	100.00
TEXAS	0.19	2.03	13.07	50.22	34.49	100.00
UTAH	0.00	0.00	0.00	13.33	86.67	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00	100.00
VIRGINIA	0.00	2.13	29.79	4.26	63.83	100.00
WASHINGTON	1.04	1.04	5.21	8.33	84.38	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00	100.00
WISCONSIN	0.00	5.88	4.41	1.47	88.24	100.00
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	100.00
U.S. AND OUTLYING AREAS	0.74	2.56	25.67	18.00	53.03	100.00
50 STATES, D.C. & P.R.	0.74	2.56	25.66	18.00	53.03	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Deceased

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	18	0	18	36
ALASKA	2	0	0	0	5	7
ARIZONA	2	0	0	15	19	36
ARKANSAS	0	0	4	1	2	7
CALIFORNIA	1	5	9	30	28	73
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	0	3	2	11	16
DELAWARE	0	0	0	0	1	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	13	11	31	55
GEORGIA	.	.	.	.	.	.
HAWAII	0	11	2	0	0	13
IDAHO	0	0	0	2	9	11
ILLINOIS	0	0	19	19	43	81
INDIANA	0	0	11	1	46	58
IOWA	0	0	3	0	11	14
KANSAS	2	0	4	5	14	25
KENTUCKY	0	0	1	1	6	8
LOUISIANA	0	0	9	0	5	14
MAINE	0	0	0	0	3	3
MARYLAND	0	1	7	1	9	18
MASSACHUSETTS	0	2	3	3	11	19
MICHIGAN	0	0	16	3	34	53
MINNESOTA	1	0	3	0	14	18
MISSISSIPPI	0	0	123	1	98	222
MISSOURI	0	1	4	1	18	24
MONTANA	2	0	0	0	10	12
NEBRASKA	0	0	0	0	2	2
NEVADA	1	1	3	4	5	14
NEW HAMPSHIRE	1	1	0	0	7	9
NEW JERSEY	0	0	6	6	22	34
NEW MEXICO	1	0	0	2	0	3
NEW YORK	0	2	14	9	30	55
NORTH CAROLINA	0	0	14	1	14	29
NORTH DAKOTA	0	0	0	0	2	2
OHIO	0	0	14	0	33	47
OKLAHOMA	0	0	2	1	23	26
OREGON	1	0	1	1	3	6
PENNSYLVANIA	0	0	15	7	34	56
PUERTO RICO	0	0	0	19	0	19
RHODE ISLAND	0	0	1	1	3	5
SOUTH CAROLINA	0	0	14	0	12	26
SOUTH DAKOTA	0	0	0	0	2	2
TENNESSEE	0	2	13	0	31	46
TEXAS	0	5	30	86	45	166
UTAH	0	2	0	1	3	6
VERMONT	0	0	0	0	1	1
VIRGINIA	0	1	12	2	25	40
WASHINGTON	0	3	1	2	7	13
WEST VIRGINIA	0	0	0	0	1	1
WISCONSIN	0	1	8	0	19	28
WYOMING	0	0	1	0	0	1
AMERICAN SAMOA	0	2	0	0	0	2
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	14	40	401	238	770	1,463
50 STATES, D.C. & P.R.	14	38	401	238	770	1,461

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Deceased

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.00	50.00	0.00	50.00	100.00
ALASKA	28.57	0.00	0.00	0.00	71.43	100.00
ARIZONA	5.56	0.00	0.00	41.67	52.78	100.00
ARKANSAS	0.00	0.00	57.14	14.29	28.57	100.00
CALIFORNIA	1.37	6.85	12.33	41.10	38.36	100.00
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.00	0.00	18.75	12.50	68.75	100.00
DELAWARE	0.00	0.00	0.00	0.00	100.00	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0.00	0.00	23.64	20.00	56.36	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	84.62	15.38	0.00	0.00	100.00
IDAHO	0.00	0.00	0.00	18.18	81.82	100.00
ILLINOIS	0.00	0.00	23.46	23.46	53.09	100.00
INDIANA	0.00	0.00	18.97	1.72	79.31	100.00
IOWA	0.00	0.00	21.43	0.00	78.57	100.00
KANSAS	8.00	0.00	16.00	20.00	56.00	100.00
KENTUCKY	0.00	0.00	12.50	12.50	75.00	100.00
LOUISIANA	0.00	0.00	64.29	0.00	35.71	100.00
MAINE	0.00	0.00	0.00	0.00	100.00	100.00
MARYLAND	0.00	5.56	38.89	5.56	50.00	100.00
MASSACHUSETTS	0.00	10.53	15.79	15.79	57.89	100.00
MICHIGAN	0.00	0.00	30.19	5.66	64.15	100.00
MINNESOTA	5.56	0.00	16.67	0.00	77.78	100.00
MISSISSIPPI	0.00	0.00	55.41	0.45	44.14	100.00
MISSOURI	0.00	4.17	16.67	4.17	75.00	100.00
MONTANA	16.67	0.00	0.00	0.00	83.33	100.00
NEBRASKA	0.00	0.00	0.00	0.00	100.00	100.00
NEVADA	7.14	7.14	21.43	28.57	35.71	100.00
NEW HAMPSHIRE	11.11	11.11	0.00	0.00	77.78	100.00
NEW JERSEY	0.00	0.00	17.65	17.65	64.71	100.00
NEW MEXICO	33.33	0.00	0.00	66.67	0.00	100.00
NEW YORK	0.00	3.64	25.45	16.36	54.55	100.00
NORTH CAROLINA	0.00	0.00	48.28	3.45	48.28	100.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00	100.00
OHIO	0.00	0.00	29.79	0.00	70.21	100.00
OKLAHOMA	0.00	0.00	7.69	3.85	88.46	100.00
OREGON	16.67	0.00	16.67	16.67	50.00	100.00
PENNSYLVANIA	0.00	0.00	26.79	12.50	60.71	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	0.00	0.00	20.00	20.00	60.00	100.00
SOUTH CAROLINA	0.00	0.00	53.85	0.00	46.15	100.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00	100.00
TENNESSEE	0.00	4.35	28.26	0.00	67.39	100.00
TEXAS	0.00	3.01	18.07	51.81	27.11	100.00
UTAH	0.00	33.33	0.00	16.67	50.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00	100.00
VIRGINIA	0.00	2.50	30.00	5.00	62.50	100.00
WASHINGTON	0.00	23.08	7.69	15.38	53.85	100.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00	100.00
WISCONSIN	0.00	3.57	28.57	0.00	67.86	100.00
WYOMING	0.00	0.00	100.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.96	2.73	27.41	16.27	52.63	100.00
50 STATES, D.C. & P.R.	0.96	2.60	27.45	16.29	52.70	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 School Year

Moved Out of State

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	2	21	1	71	95
ALASKA	6	1	5	1	23	36
ARIZONA	1	1	3	12	53	70
ARKANSAS	0	3	19	6	64	92
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	4	25	37	84	150
DELAWARE	0	0	2	2	8	12
DISTRICT OF COLUMBIA	0	0	2	2	1	5
FLORIDA	0	2	32	27	78	139
GEORGIA	.	.	.	.	.	.
HAWAII	1	67	9	6	45	128
IDAHO	4	0	1	6	54	65
ILLINOIS	1	9	41	36	177	264
INDIANA	0	5	26	14	230	275
IOWA	2	0	3	3	49	57
KANSAS	1	7	34	35	122	199
KENTUCKY	1	1	5	6	28	41
LOUISIANA	1	0	15	1	20	37
MAINE	1	2	1	1	193	198
MARYLAND	0	5	24	9	83	121
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	4	5	54	17	267	347
MINNESOTA	0	2	8	5	83	98
MISSISSIPPI	2	0	166	2	104	274
MISSOURI	0	0	11	2	62	75
MONTANA	3	1	1	0	26	31
NEBRASKA	.	.	.	.	.	.
NEVADA	2	5	9	15	51	82
NEW HAMPSHIRE	2	2	3	2	64	73
NEW JERSEY	1	18	46	30	113	208
NEW MEXICO	7	1	2	37	55	102
NEW YORK	3	23	112	117	541	796
NORTH CAROLINA	5	9	47	13	94	168
NORTH DAKOTA	2	1	1	5	27	36
OHIO	2	1	57	18	315	393
OKLAHOMA	10	0	29	10	156	205
OREGON	0	1	1	10	31	43
PENNSYLVANIA	1	10	42	28	115	196
PUERTO RICO	0	1	0	64	0	65
RHODE ISLAND	0	0	12	8	24	44
SOUTH CAROLINA	0	1	40	8	65	114
SOUTH DAKOTA	14	0	0	2	32	48
TENNESSEE	0	5	44	15	169	233
TEXAS	3	15	85	220	366	689
UTAH	0	1	2	2	40	45
VERMONT	0	0	0	1	19	20
VIRGINIA	0	6	73	13	159	251
WASHINGTON	5	9	10	18	89	131
WEST VIRGINIA	0	0	2	2	31	35
WISCONSIN	1	1	10	6	58	76
WYOMING	4	0	0	3	28	35
AMERICAN SAMOA	0	6	0	0	0	6
GUAM	0	14	0	0	3	17
NORTHERN MARIANAS	0	3	0	0	0	3
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	1	1	4
U.S. AND OUTLYING AREAS	90	250	1,137	879	4,571	6,927
50 STATES, D.C. & P.R.	90	227	1,135	878	4,567	6,897

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 School Year

Moved Out of State

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	2.11	22.11	1.05	74.74	100.00
ALASKA	16.67	2.78	13.89	2.78	63.89	100.00
ARIZONA	1.43	1.43	4.29	17.14	75.71	100.00
ARKANSAS	0.00	3.26	20.65	6.52	69.57	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.00	2.67	16.67	24.67	56.00	100.00
DELAWARE	0.00	0.00	16.67	16.67	66.67	100.00
DISTRICT OF COLUMBIA	0.00	0.00	40.00	40.00	20.00	100.00
FLORIDA	0.00	1.44	23.02	19.42	56.12	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.78	52.34	7.03	4.69	35.16	100.00
IDAHO	6.15	0.00	1.54	9.23	83.08	100.00
ILLINOIS	0.38	3.41	15.53	13.64	67.05	100.00
INDIANA	0.00	1.82	9.45	5.09	83.64	100.00
IOWA	3.51	0.00	5.26	5.26	85.96	100.00
KANSAS	0.50	3.52	17.09	17.59	61.31	100.00
KENTUCKY	2.44	2.44	12.20	14.63	68.29	100.00
LOUISIANA	2.70	0.00	40.54	2.70	54.05	100.00
MAINE	0.51	1.01	0.51	0.51	97.47	100.00
MARYLAND	0.00	4.13	19.83	7.44	68.60	100.00
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1.15	1.44	15.56	4.90	76.95	100.00
MINNESOTA	0.00	2.04	8.16	5.10	84.69	100.00
MISSISSIPPI	0.73	0.00	60.58	0.73	37.96	100.00
MISSOURI	0.00	0.00	14.67	2.67	82.67	100.00
MONTANA	9.68	3.23	3.23	0.00	83.87	100.00
NEBRASKA	.	.	.	.	.	.
NEVADA	2.44	6.10	10.98	18.29	62.20	100.00
NEW HAMPSHIRE	2.74	2.74	4.11	2.74	87.67	100.00
NEW JERSEY	0.48	8.65	22.12	14.42	54.33	100.00
NEW MEXICO	6.86	0.98	1.96	36.27	53.92	100.00
NEW YORK	0.38	2.89	14.07	14.70	67.96	100.00
NORTH CAROLINA	2.98	5.36	27.98	7.74	55.95	100.00
NORTH DAKOTA	5.56	2.78	2.78	13.89	75.00	100.00
OHIO	0.51	0.25	14.50	4.58	80.15	100.00
OKLAHOMA	4.88	0.00	14.15	4.88	76.10	100.00
OREGON	0.00	2.33	2.33	23.26	72.09	100.00
PENNSYLVANIA	0.51	5.10	21.43	14.29	58.67	100.00
PUERTO RICO	0.00	1.54	0.00	98.46	0.00	100.00
RHODE ISLAND	0.00	0.00	27.27	18.18	54.55	100.00
SOUTH CAROLINA	0.00	0.88	35.09	7.02	57.02	100.00
SOUTH DAKOTA	29.17	0.00	0.00	4.17	66.67	100.00
TENNESSEE	0.00	2.15	18.88	6.44	72.53	100.00
TEXAS	0.44	2.18	12.34	31.93	53.12	100.00
UTAH	0.00	2.22	4.44	4.44	88.89	100.00
VERMONT	0.00	0.00	0.00	5.00	95.00	100.00
VIRGINIA	0.00	2.39	29.08	5.18	63.35	100.00
WASHINGTON	3.82	6.87	7.63	13.74	67.94	100.00
WEST VIRGINIA	0.00	0.00	5.71	5.71	88.57	100.00
WISCONSIN	1.32	1.32	13.16	7.89	76.32	100.00
WYOMING	11.43	0.00	0.00	8.57	80.00	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	82.35	0.00	0.00	17.65	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	25.00	25.00	100.00
U.S. AND OUTLYING AREAS	1.30	3.61	16.41	12.69	65.99	100.00
50 STATES, D.C. & P.R.	1.30	3.29	16.46	12.73	66.22	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Withdrawal by Parent

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0	0	54	3	85	142
ALASKA	16	1	1	3	14	35
ARIZONA	2	1	2	8	17	30
ARKANSAS	2	2	40	7	173	224
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	11	63	76	267	417
DELAWARE	0	0	9	2	22	33
DISTRICT OF COLUMBIA	0	0	5	3	0	8
FLORIDA	0	2	41	34	97	174
GEORGIA	.	.	.	.	.	.
HAWAII	1	394	7	8	37	447
IDAHO	0	0	0	14	74	88
ILLINOIS	1	16	272	192	984	1,465
INDIANA	0	6	180	39	727	952
IOWA	1	0	0	5	17	23
KANSAS	0	3	21	15	87	126
KENTUCKY	0	1	3	1	24	29
LOUISIANA	0	1	22	0	28	51
MAINE	2	3	2	1	390	398
MARYLAND	2	16	209	18	182	427
MASSACHUSETTS	1	12	59	108	291	471
MICHIGAN	2	5	40	7	185	239
MINNESOTA	1	0	1	0	5	7
MISSISSIPPI	2	1	251	4	195	453
MISSOURI	0	0	12	0	109	121
MONTANA	7	2	0	3	46	58
NEBRASKA	0	0	1	0	3	4
NEVADA	0	5	22	16	71	114
NEW HAMPSHIRE	2	1	2	2	53	60
NEW JERSEY	1	6	45	28	115	195
NEW MEXICO	12	2	1	46	22	83
NEW YORK	4	10	86	81	273	454
NORTH CAROLINA	5	6	110	8	193	322
NORTH DAKOTA	2	1	0	0	15	18
OHIO	2	5	85	15	404	511
OKLAHOMA	14	4	38	22	376	454
OREGON	0	1	0	0	29	30
PENNSYLVANIA	0	19	269	71	542	901
PUERTO RICO	0	0	0	54	0	54
RHODE ISLAND	2	2	7	28	68	107
SOUTH CAROLINA	0	3	95	3	146	247
SOUTH DAKOTA	16	0	1	1	35	53
TENNESSEE	0	7	174	11	380	572
TEXAS	5	31	228	644	652	1,560
UTAH	3	1	1	2	60	67
VERMONT	0	0	0	0	12	12
VIRGINIA	1	6	79	14	175	275
WASHINGTON	8	5	18	26	137	194
WEST VIRGINIA	0	1	4	0	87	92
WISCONSIN	1	8	27	11	196	243
WYOMING	1	0	1	0	9	11
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	14	0	0	0	14
NORTHERN MARIANAS	0	3	0	0	0	3
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	119	618	2,588	1,634	8,109	13,068
50 STATES, D.C. & P.R.	119	601	2,588	1,634	8,109	13,051

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Withdrawal by Parent

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.00	0.00	38.03	2.11	59.86	100.00
ALASKA	45.71	2.86	2.86	8.57	40.00	100.00
ARIZONA	6.67	3.33	6.67	26.67	56.67	100.00
ARKANSAS	0.89	0.89	17.86	3.13	77.23	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.00	2.64	15.11	18.23	64.03	100.00
DELAWARE	0.00	0.00	27.27	6.06	66.67	100.00
DISTRICT OF COLUMBIA	0.00	0.00	62.50	37.50	0.00	100.00
FLORIDA	0.00	1.15	23.56	19.54	55.75	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.22	88.14	1.57	1.79	8.28	100.00
IDAHO	0.00	0.00	0.00	15.91	84.09	100.00
ILLINOIS	0.07	1.09	18.57	13.11	67.17	100.00
INDIANA	0.00	0.63	18.91	4.10	76.37	100.00
IOWA	4.35	0.00	0.00	21.74	73.91	100.00
KANSAS	0.00	2.38	16.67	11.90	69.05	100.00
KENTUCKY	0.00	3.45	10.34	3.45	82.76	100.00
LOUISIANA	0.00	1.96	43.14	0.00	54.90	100.00
MAINE	0.50	0.75	0.50	0.25	97.99	100.00
MARYLAND	0.47	3.75	48.95	4.22	42.62	100.00
MASSACHUSETTS	0.21	2.55	12.53	22.93	61.78	100.00
MICHIGAN	0.84	2.09	16.74	2.93	77.41	100.00
MINNESOTA	14.29	0.00	14.29	0.00	71.43	100.00
MISSISSIPPI	0.44	0.22	55.41	0.88	43.05	100.00
MISSOURI	0.00	0.00	9.92	0.00	90.08	100.00
MONTANA	12.07	3.45	0.00	5.17	79.31	100.00
NEBRASKA	0.00	0.00	25.00	0.00	75.00	100.00
NEVADA	0.00	4.39	19.30	14.04	62.28	100.00
NEW HAMPSHIRE	3.33	1.67	3.33	3.33	88.33	100.00
NEW JERSEY	0.51	3.08	23.08	14.36	58.97	100.00
NEW MEXICO	14.46	2.41	1.20	55.42	26.51	100.00
NEW YORK	0.88	2.20	18.94	17.84	60.13	100.00
NORTH CAROLINA	1.55	1.86	34.16	2.48	59.94	100.00
NORTH DAKOTA	11.11	5.56	0.00	0.00	83.33	100.00
OHIO	0.39	0.98	16.63	2.94	79.06	100.00
OKLAHOMA	3.08	0.88	8.37	4.85	82.82	100.00
OREGON	0.00	3.33	0.00	0.00	96.67	100.00
PENNSYLVANIA	0.00	2.11	29.86	7.88	60.16	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	1.87	1.87	6.54	26.17	63.55	100.00
SOUTH CAROLINA	0.00	1.21	38.46	1.21	59.11	100.00
SOUTH DAKOTA	30.19	0.00	1.89	1.89	66.04	100.00
TENNESSEE	0.00	1.22	30.42	1.92	66.43	100.00
TEXAS	0.32	1.99	14.62	41.28	41.79	100.00
UTAH	4.48	1.49	1.49	2.99	89.55	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00	100.00
VIRGINIA	0.36	2.18	28.73	5.09	63.64	100.00
WASHINGTON	4.12	2.58	9.28	13.40	70.62	100.00
WEST VIRGINIA	0.00	1.09	4.35	0.00	94.57	100.00
WISCONSIN	0.41	3.29	11.11	4.53	80.66	100.00
WYOMING	9.09	0.00	9.09	0.00	81.82	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.91	4.73	19.80	12.50	62.05	100.00
50 STATES, D.C. & P.R.	0.91	4.61	19.83	12.52	62.13	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A + total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Attempts to Contact Unsuccessful

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	0	31	1	21	54
ALASKA	14	3	5	1	17	40
ARIZONA	6	1	9	31	26	73
ARKANSAS	0	0	18	3	42	63
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	3	74	73	66	216
DELAWARE	0	0	1	2	1	4
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	2	45	37	107	191
GEORGIA	.	.	.	.	.	.
HAWAII	0	145	4	4	5	158
IDAHO	0	0	0	7	16	23
ILLINOIS	3	16	522	241	571	1,353
INDIANA	0	0	40	7	145	192
IOWA	0	0	1	3	9	13
KANSAS	0	0	18	22	31	71
KENTUCKY	1	0	6	0	16	23
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	1	2	75	6	42	126
MASSACHUSETTS	5	36	172	321	593	1,127
MICHIGAN	8	8	169	28	435	648
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	1	199	3	153	356
MISSOURI	0	0	66	4	91	161
MONTANA	12	0	0	1	9	22
NEBRASKA	.	.	.	.	.	.
NEVADA	3	7	22	27	58	117
NEW HAMPSHIRE	0	0	1	1	22	24
NEW JERSEY	0	3	85	44	74	206
NEW MEXICO	6	0	2	32	12	52
NEW YORK	2	7	90	86	93	278
NORTH CAROLINA	1	0	12	0	17	30
NORTH DAKOTA	4	0	0	0	3	7
OHIO	0	0	45	13	97	155
OKLAHOMA	4	0	42	10	178	234
OREGON	0	2	2	12	44	60
PENNSYLVANIA	0	2	92	21	22	137
PUERTO RICO	0	0	0	99	0	99
RHODE ISLAND	1	1	7	24	22	55
SOUTH CAROLINA	0	0	91	4	64	159
SOUTH DAKOTA	9	0	1	0	7	17
TENNESSEE	0	5	201	11	339	556
TEXAS	1	13	273	648	369	1,304
UTAH	1	0	0	9	29	39
VERMONT	1	0	0	0	12	13
VIRGINIA	0	3	44	8	95	150
WASHINGTON	7	4	12	20	65	108
WEST VIRGINIA	0	0	2	0	37	39
WISCONSIN	2	8	124	26	92	252
WYOMING	1	0	0	2	8	11
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	6	0	0	0	6
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	1	0	0	0	1
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	94	280	2,603	1,892	4,155	9,024
50 STATES, D.C. & P.R.	94	272	2,603	1,892	4,155	9,016

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Attempts to Contact Unsuccessful

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1.85	0.00	57.41	1.85	38.89	100.00
ALASKA	35.00	7.50	12.50	2.50	42.50	100.00
ARIZONA	8.22	1.37	12.33	42.47	35.62	100.00
ARKANSAS	0.00	0.00	28.57	4.76	66.67	100.00
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.00	1.39	34.26	33.80	30.56	100.00
DELAWARE	0.00	0.00	25.00	50.00	25.00	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0.00	1.05	23.56	19.37	56.02	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.00	91.77	2.53	2.53	3.16	100.00
IDAHO	0.00	0.00	0.00	30.43	69.57	100.00
ILLINOIS	0.22	1.18	38.58	17.81	42.20	100.00
INDIANA	0.00	0.00	20.83	3.65	75.52	100.00
IOWA	0.00	0.00	7.69	23.08	69.23	100.00
KANSAS	0.00	0.00	25.35	30.99	43.66	100.00
KENTUCKY	4.35	0.00	26.09	0.00	69.57	100.00
LOUISIANA	.	.	.	.	.	.
MAINE	.	.	.	.	.	.
MARYLAND	0.79	1.59	59.52	4.76	33.33	100.00
MASSACHUSETTS	0.44	3.19	15.26	28.48	52.62	100.00
MICHIGAN	1.23	1.23	26.08	4.32	67.13	100.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	0.28	55.90	0.84	42.98	100.00
MISSOURI	0.00	0.00	40.99	2.48	56.52	100.00
MONTANA	54.55	0.00	0.00	4.55	40.91	100.00
NEBRASKA	.	.	.	.	.	.
NEVADA	2.56	5.98	18.80	23.08	49.57	100.00
NEW HAMPSHIRE	0.00	0.00	4.17	4.17	91.67	100.00
NEW JERSEY	0.00	1.46	41.26	21.36	35.92	100.00
NEW MEXICO	11.54	0.00	3.85	61.54	23.08	100.00
NEW YORK	0.72	2.52	32.37	30.94	33.45	100.00
NORTH CAROLINA	3.33	0.00	40.00	0.00	56.67	100.00
NORTH DAKOTA	57.14	0.00	0.00	0.00	42.86	100.00
OHIO	0.00	0.00	29.03	8.39	62.58	100.00
OKLAHOMA	1.71	0.00	17.95	4.27	76.07	100.00
OREGON	0.00	3.33	3.33	20.00	73.33	100.00
PENNSYLVANIA	0.00	1.46	67.15	15.33	16.06	100.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	100.00
RHODE ISLAND	1.82	1.82	12.73	43.64	40.00	100.00
SOUTH CAROLINA	0.00	0.00	57.23	2.52	40.25	100.00
SOUTH DAKOTA	52.94	0.00	5.88	0.00	41.18	100.00
TENNESSEE	0.00	0.90	36.15	1.98	60.97	100.00
TEXAS	0.08	1.00	20.94	49.69	28.30	100.00
UTAH	2.56	0.00	0.00	23.08	74.36	100.00
VERMONT	7.69	0.00	0.00	0.00	92.31	100.00
VIRGINIA	0.00	2.00	29.33	5.33	63.33	100.00
WASHINGTON	6.48	3.70	11.11	18.52	60.19	100.00
WEST VIRGINIA	0.00	0.00	5.13	0.00	94.87	100.00
WISCONSIN	0.79	3.17	49.21	10.32	36.51	100.00
WYOMING	9.09	0.00	0.00	18.18	72.73	100.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	100.00
PALAU	0.00	100.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.04	3.10	28.85	20.97	46.04	100.00
50 STATES, D.C. & P.R.	1.04	3.02	28.87	20.98	46.08	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Number) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Total Number of Infants and Toddlers Exiting

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	11	11	771	35	915	1,743
ALASKA	138	16	28	14	189	385
ARIZONA	89	10	68	391	631	1,189
ARKANSAS	5	8	236	29	551	829
CALIFORNIA	52	830	1,518	5,664	4,996	13,060
COLORADO	.	.	.	.	.	.
CONNECTICUT	8	85	533	627	2,263	3,516
DELAWARE	0	5	196	72	472	745
DISTRICT OF COLUMBIA	0	0	64	26	5	95
FLORIDA	2	17	412	342	983	1,756
GEORGIA	.	.	.	.	.	.
HAWAII	3	1.447	43	47	256	1,796
IDAHO	15	2	4	106	781	908
ILLINOIS	10	108	1,738	968	4,490	7,314
INDIANA	4	56	689	177	4,660	5,586
IOWA	5	6	28	43	559	641
KANSAS	19	30	200	250	1,394	1,893
KENTUCKY	6	5	72	13	422	518
LOUISIANA	3	4	227	9	284	527
MAINE	5	7	4	3	893	912
MARYLAND	4	89	975	107	1,842	3,017
MASSACHUSETTS	21	252	748	1,622	5,128	7,771
MICHIGAN	47	53	817	132	3,337	4,386
MINNESOTA	112	90	352	165	4,054	4,773
MISSISSIPPI	19	11	2,189	43	1,806	4,068
MISSOURI	1	25	310	72	1,307	1,715
MONTANA	71	8	4	7	389	479
NEBRASKA	16	5	6	75	659	761
NEVADA	13	45	116	178	583	935
NEW HAMPSHIRE	6	21	11	12	626	676
NEW JERSEY	7	165	803	589	2,594	4,158
NEW MEXICO	118	3	12	361	254	748
NEW YORK	46	220	1,366	1,209	7,498	10,339
NORTH CAROLINA	61	71	1,130	98	1,500	2,860
NORTH DAKOTA	18	3	3	14	190	228
OHIO	12	34	550	140	3,524	4,260
OKLAHOMA	64	13	255	85	1,584	2,001
OREGON	13	16	11	105	650	795
PENNSYLVANIA	9	129	1,497	497	4,262	6,394
PUERTO RICO	0	1	0	1,516	0	1,517
RHODE ISLAND	4	11	75	162	545	797
SOUTH CAROLINA	2	13	838	34	913	1,800
SOUTH DAKOTA	127	1	12	6	316	462
TENNESSEE	1	58	1,061	75	2,800	3,995
TEXAS	29	256	1,863	5,586	5,839	13,573
UTAH	61	25	23	131	1,034	1,274
VERMONT	7	5	5	4	345	366
VIRGINIA	3	62	804	143	1,767	2,779
WASHINGTON	77	80	123	280	1,566	2,126
WEST VIRGINIA	1	3	24	2	436	466
WISCONSIN	23	57	326	104	1,606	2,116
WYOMING	21	7	5	21	228	282
AMERICAN SAMOA	0	36	0	0	0	36
GUAM	0	97	0	0	9	106
NORTHERN MARIANAS	0	22	0	0	1	23
PALAU	0	1	0	0	0	1
VIRGIN ISLANDS	0	0	37	8	3	48
U.S. AND OUTLYING AREAS	1,389	4,635	23,182	22,399	83,939	135,544
50 STATES, D.C. & P.R.	1,389	4,479	23,145	22,391	83,926	135,330

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count, updated as of August 30, 2001.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Racial/Ethnic Composition (Percentage) of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1999-2000 Reporting Period

Total Number of Infants and Toddlers Exiting

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	0.63	0.63	44.23	2.01	52.50	100.00
ALASKA	35.84	4.16	7.27	3.64	49.09	100.00
ARIZONA	7.49	0.84	5.72	32.88	53.07	100.00
ARKANSAS	0.60	0.97	28.47	3.50	66.47	100.00
CALIFORNIA	0.40	6.36	11.62	43.37	38.25	100.00
COLORADO	.	.	.	.	.	.
CONNECTICUT	0.23	2.42	15.16	17.83	64.36	100.00
DELAWARE	0.00	0.67	26.31	9.66	63.36	100.00
DISTRICT OF COLUMBIA	0.00	0.00	67.37	27.37	5.26	100.00
FLORIDA	0.11	0.97	23.46	19.48	55.98	100.00
GEORGIA	.	.	.	.	.	.
HAWAII	0.17	80.57	2.39	2.62	14.25	100.00
IDAHO	1.65	0.22	0.44	11.67	86.01	100.00
ILLINOIS	0.14	1.48	23.76	13.23	61.39	100.00
INDIANA	0.07	1.00	12.33	3.17	83.42	100.00
IOWA	0.78	0.94	4.37	6.71	87.21	100.00
KANSAS	1.00	1.58	10.57	13.21	73.64	100.00
KENTUCKY	1.16	0.97	13.90	2.51	81.47	100.00
LOUISIANA	0.57	0.76	43.07	1.71	53.89	100.00
MAINE	0.55	0.77	0.44	0.33	97.92	100.00
MARYLAND	0.13	2.95	32.32	3.55	61.05	100.00
MASSACHUSETTS	0.27	3.24	9.63	20.87	65.99	100.00
MICHIGAN	1.07	1.21	18.63	3.01	76.08	100.00
MINNESOTA	2.35	1.89	7.37	3.46	84.94	100.00
MISSISSIPPI	0.47	0.27	53.81	1.06	44.40	100.00
MISSOURI	0.06	1.46	18.08	4.20	76.21	100.00
MONTANA	14.82	1.67	0.84	1.46	81.21	100.00
NEBRASKA	2.10	0.66	0.79	9.86	86.60	100.00
NEVADA	1.39	4.81	12.41	19.04	62.35	100.00
NEW HAMPSHIRE	0.89	3.11	1.63	1.78	92.60	100.00
NEW JERSEY	0.17	3.97	19.31	14.17	62.39	100.00
NEW MEXICO	15.78	0.40	1.60	48.26	33.96	100.00
NEW YORK	0.44	2.13	13.21	11.69	72.52	100.00
NORTH CAROLINA	2.13	2.48	39.51	3.43	52.45	100.00
NORTH DAKOTA	7.89	1.32	1.32	6.14	83.33	100.00
OHIO	0.28	0.80	12.91	3.29	82.72	100.00
OKLAHOMA	3.20	0.65	12.74	4.25	79.16	100.00
OREGON	1.64	2.01	1.38	13.21	81.76	100.00
PENNSYLVANIA	0.14	2.02	23.41	7.77	66.66	100.00
PUERTO RICO	0.00	0.07	0.00	99.93	0.00	100.00
RHODE ISLAND	0.50	1.38	9.41	20.33	68.38	100.00
SOUTH CAROLINA	0.11	0.72	46.56	1.89	50.72	100.00
SOUTH DAKOTA	27.49	0.22	2.60	1.30	68.40	100.00
TENNESSEE	0.03	1.45	26.56	1.88	70.09	100.00
TEXAS	0.21	1.89	13.73	41.16	43.02	100.00
UTAH	4.79	1.96	1.81	10.28	81.16	100.00
VERMONT	1.91	1.37	1.37	1.09	94.26	100.00
VIRGINIA	0.11	2.23	28.93	5.15	63.58	100.00
WASHINGTON	3.62	3.76	5.79	13.17	73.66	100.00
WEST VIRGINIA	0.21	0.64	5.15	0.43	93.56	100.00
WISCONSIN	1.09	2.69	15.41	4.91	75.90	100.00
WYOMING	7.45	2.48	1.77	7.45	80.85	100.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00
GUAM	0.00	91.51	0.00	0.00	8.49	100.00
NORTHERN MARIANAS	0.00	95.65	0.00	0.00	4.35	100.00
PALAU	0.00	100.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	0.00	0.00	77.08	16.67	6.25	100.00
U.S. AND OUTLYING AREAS	1.02	3.42	17.10	16.53	61.93	100.00
50 STATES, D.C. & P.R.	1.03	3.31	17.10	16.55	62.02	100.00

Please see data notes for an explanation of individual state differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
These percentages show the racial/ethnic composition of the exiting category (number exiting by basis x who are in race/ethnicity category A ÷ total number exiting by basis X whose race/ethnicity is known).
Data based on the December 1, 1999 count, updated as of August 30, 2001.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Data Notes for IDEA, Part B

These data notes contain information on the ways in which states collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for 12 states. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, exiting, and discipline collections. Additional notes on how states reported data for specific data collections follow this table.

Table A-1
State Reporting Patterns for IDEA, Part B
Child Count Data 2000-01,
Other Data 1999-2000

States	Differences from OSEP reporting categories Where H = Reported in the hearing impairments category O = Reported in the orthopedic impairments category P = Reported in the primary disability category R = Reported in other disability categories			
	Multiple disabilities	Other health impairments	Deaf-blindness	Traumatic brain injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			

Tables AA1-AA17: Child Count

Arkansas—The state attributed the decrease in the number of American Indian/Alaska Native children ages 3 through 5 to a large cohort of children reaching age 6 during the past year. A significant increase in the number of American Indian/Alaska Native students ages 6 through 21 during the same reporting period supports the explanation.

Arizona—The state attributed the increases from 1999-2000 to 2000-01 in the number of students with autism and traumatic brain injury (TBI) to a change in the state's reporting system. The state changed the crosswalk it uses to translate the multiple disability categories it collects for each student to the IDEA disability categories. This was done to make the data more closely align with the IDEA disability categories.

Colorado—The state attributed the increase from 1999-2000 to 2000-01 in the number of students with autism to the increased training the state has provided to local education agencies (LEAs) in identifying students with autism.

Florida—The state attributed the increase from 1999-2000 to 2000-01 in the number of students with other health impairments to the growth in the number of children identified with attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD) and children identified with Asperger's syndrome.

Kentucky—The state attributed the increase in other health impairments to an increase in the number of students served with ADD/ADHD.

Minnesota—The state attributed the increase in the number of children served with autism to the success of early intervention programs within the state.

Montana—The state attributed the increase from 1999-2000 to 2000-01 in the number of children with autism served to the implementation of the state early intervention program. Montana attributes the increase in the developmental delay category to the fact that the category has been used for only 2 years.

New Jersey—The state indicated that in 1998, a change in state regulations redefined the state category "neurologically impaired" exclusively as the Federal category TBI. This change has resulted in a huge increase in New Jersey's and the Nation's TBI figures. In the past, the previous combination of "neurologically impaired" and "perceptually impaired" was reported under the Federal "specific learning disability" category. New Jersey indicated that most of the neurologically impaired pupils will eventually be reevaluated and classified under specific learning disability, communication impairments, some other category, or declassified as not eligible for special education. To provide consistency in these data over time, the numbers reported here have been projected based on previous New Jersey reporting patterns.

The state attributed the increase in students with autism to a change in the definition to include in the autism category students with onset after age 3 and also children with Asperger's syndrome.

New York—The state noted that race/ethnicity data for students with disabilities will not be submitted this school year. In addition, New York noted that it does not classify preschool students with disabilities by disability category. The state uses estimates to report the disability categories of 3- to 5-year-olds.

North Carolina—The state noted that seven charter schools failed to submit data and therefore are not included in the child count.

Oklahoma—The state indicated that the increases in other health impairments and autism are consistent with the increases reported in these categories over the last 3 to 4 years. The state continued to provide training and technical assistance in identifying and reporting other health impairments and autism, and as a result there is much more awareness and better recognition of students with these disabilities.

Oregon—The state noted that its age ranges are different from the OSEP definitions. Children who are 5 years old on September 1 are considered to be school age and, therefore, are included in the counts for the 6-through-21 age group rather than the 3-through-5 age group.

Utah—The state indicated that the increase in the number of students served with autism was due to a more accurate collection system. In addition, the state noted that two districts collected and submitted erroneous information in last year's data submission. The state also indicated that improved training in the area of autism identification has resulted in an increase in the number of autistic children served and reported.

Wisconsin—The state attributed the increase in the number of autistic children served and reported to its autism training program.

Tables AB1-AB11: Educational Environments

Alabama—The state attributed some of the increase in the number of children ages 3 through 5 served in an early childhood special education setting and part-time early childhood/part-time early childhood special education setting, and the decreases in the number served in an early childhood setting and separate school setting, to coding errors in last year's report. The state also suggests that the changes in the educational environments categories are the result of more students ages 3 through 21 being served in less restrictive environments within the state.

Arkansas—The state attributed the decrease in the number of students served in private residential facilities to the new policy of reclassifying students receiving services at the following facilities: (a) the Arkansas School of the Deaf, (b) the Arkansas School of the Blind, and (c) the Arkansas Department of Human Services. These students are now placed in the public residential facilities category.

Arizona—The state reported that the home and part-time early childhood categories were transposed in the 1998-99 submission. The state also noted that its current definition for part-time early childhood includes the reverse mainstream setting. Next school year, the state will provide data for the reverse mainstream setting separately.

Bureau of Indian Affairs—The Bureau reported that the data for children ages 3 through 5 only include those children whose tribe has contracted with a BIA-funded school to provide services.

Colorado—The state was unable to report race/ethnicity data for children ages 3 through 5.

Connecticut—The state noted that for the second year, data for students ages 6 through 21 are a duplicate count of students with disabilities served in correctional facilities and children enrolled in private schools, not placed by the local district. In the past, these numbers were reported as unduplicated counts. Students classified as "other" race/ethnicity were distributed proportionately by disability.

District of Columbia—The state was unable to provide data about the educational environments of children ages 3 through 5.

Illinois—The state noted that some of its definitions regarding least restrictive environment do not match the Federal definitions. For example, those students who are reported as being in resource classrooms may be receiving services in the resource room from 1 percent to 49 percent of the school day. Additionally, the count for students in separate classes includes students receiving special education and related services for 50 percent or more of the school day.

New Jersey—The state attributes the differences in the number of children served in itinerant services outside the home from 1998-99 to 1999-2000 to a change in collection methodology. In 1998-99, students receiving speech for fewer than 3 hours a week were reported in part-time early childhood general education/part-time early childhood special education. This year, the students were reported in the itinerant services category.

New Mexico—The state attributed the changes from 1998-99 to 1999-2000 to the use of a new data collection system and a change in collection methodology. The state went from a special-education-only data collection to a unified data collection for special education and regular education.

New York—The state noted that race/ethnicity data reported for children ages 3 through 5 are for all students receiving "preschool special education services," not for all children ages 3 through 5. Race/ethnicity data provided for students ages 6 through 21 are for all students with disabilities receiving "school-age special education services," not for all students ages 6 through 21. There was no duplication between the two tables, and all students ages 3 through 21 with disabilities are reported by race/ethnicity.

North Carolina—The state noted that seven charter schools failed to submit data and therefore are not included in the environment counts.

Ohio—The state noted that the settings data for ages 3 through 5 were not correct for 1998-99 and that this year's numbers are correct.

Oregon—The state noted its age ranges are different from the OSEP definitions. Children who are 5 years old on September 1 are considered to be school age and, therefore, are included in the counts for the 6-through-21 age group rather than the 3-through-5 age group.

Pennsylvania—The state attributed the changes in the educational environments data from 1998-99 to 1999-2000 to its new data collection system.

Texas—The state noted that educational environment data will not be available for children ages 3 through 5 until school year 2000-01. The state also noted that its definitions do not match those used by the Federal data collection. Therefore, the figures reported to OSEP and reflected in the charts for several categories are estimates. The impact was especially significant for the following categories: (a) special education outside regular class less than 21 percent of day, (b) special education outside regular class at least 21 percent of day and no more than 60 percent of day, and (c) special education outside regular class more than 60 percent of day. Likewise, the Texas definition of self-contained includes those students receiving 50 percent or more of their school day in special education settings outside of the regular classroom. The Federal definition for category c uses 60 percent as the cutoff. Therefore, those students in Texas receiving more than 50 percent through 60 percent of their instructional day in special education are included in category c for Federal reporting purposes even though, if data were available, they could be reported in category b. The state is revising the data collection to capture specific elements as required by OSEP definitions for future collections.

Tables AC1-AC3: Personnel

Arizona—The state attributed the increase in state education agency (SEA) supervisors/administrators to a misinterpretation of the category in previous years.

Arkansas—The state attributed the variation between the 1998-99 and the 1999-2000 data to errors in the reporting of noncertified diagnostic and evaluation staff.

Illinois—The state did not collect personnel data by ages served and therefore was able to report only the number of teaching personnel serving early childhood or preschool students. All other personnel, including those who may be serving children ages 3 through 5, are reported as serving students ages 6 through 21. The state also does not collect full-time equivalency (FTE) data for home-hospital personnel. As a result, these personnel are not included in the data.

Nebraska—The state attributed the variations in the number of supervisors/ administrators from 1998-99 to 1999-2000 to a change in the data collection methodology. Prior to this year, FTEs were not used to report supervisors and administrators.

New Mexico—The state attributed the large variations in the personnel table from 1998-99 to 1999-2000 to a change in the data collection methodology. Prior to 1999-2000, the state's data collection used a paper and pencil format and allowed "estimates" of FTE for certain staff. The state now collects its data electronically and does not allow estimates.

North Carolina—The state noted that seven charter schools failed to submit data and therefore are not included in the personnel counts.

Ohio—The state attributed the changes in the number of diagnostic and evaluation staff, interpreters, speech pathologists, as well as in total demand to hiring increases within the categories and more accurate reporting. In the past, Ohio reported speech pathologists in two separate categories. This year, all speech-language pathologists are reported within the speech pathologists category. The state also attributed the increase in total personnel to increased hiring within the personnel categories teachers, teacher assistants, other professional staff, and nonprofessional staff. The latter two categories, which represent 1,000 positions, were not reported before this year.

Pennsylvania—The state attributed the variations in the personnel data from 1998-99 to 1999-2000 to a change in data collection procedures. In 1999-2000, the personnel data were collected for the first time in an aggregate manner.

Texas—The state attributed the variations in personnel from 1998-99 to 1999-2000 to a decision for the 1999-2000 data collection to report school social workers, diagnostic and evaluation staff, and counselors as fully certified when certification cannot be determined through the state Board Education Certification (SBEC). In 1998-99, certification for the above three roles was determined by matching with the SBEC database.

Utah—The state attributed the increase from 1998-99 to 1999-2000 in the number of interpreters to an increase in hiring for that category. In addition, the state noted that it does not have a certification program for aides.

Wisconsin—The state attributed the increase in the number of fully certified diagnostic and evaluation staff to districts incorrectly reporting program support teachers as teachers last year. This year, they are correctly included as diagnostic and evaluation staff, resulting in an increase in this category. The decrease in the not fully certified diagnostic and evaluation staff category was the result of continuing license checks.

Tables AD1 - AD4: Exiting

Bureau of Indian Affairs—The Bureau believes that some of the students ages 14 and 15 years old who were reported as graduated with a diploma may not have graduated from high school, but rather they graduated from middle school or junior high school. BIA has noted this mistake and will inform the local district to correct this problem in future submissions.

Connecticut—The state attributed the increases in the number of students no longer receiving special education and the decreases in dropouts to a change in the data collection methodology.

Illinois—The state reported that it is still having problems collecting and reporting exiting data. The state attributed the differences in the data from 1998-99 to 1999-2000 to problems with the data collection system.

Georgia—The state indicated that the increases in total exits from 1998-99 to 1999-2000 were the result of its new web-based data system. Georgia believes that the data are now more reliable. The state also noted that the special education population was increasing at a significant rate, and the changes in the data reflect this growth.

Missouri—The state noted that all of the increases in the moved, known to be continuing and dropped out categories are attributed to the Missouri Department of Corrections (MDC) exiting report. The state indicated that the MDC's exiting data fluctuate from year to year.

New York—The state reported that the increase in the number of students exiting with a diploma suggests that more and more students with disabilities are participating in the state assessments, which they are required to pass to graduate.

Ohio—The state suspects that the number of students reported in the reached maximum age category is inflated for 1999-2000. Ohio will address the discrepancies in the 2000-01 data.

Pennsylvania—The state attributed the changes in the exiting data from 1998-99 to 1999-2000 to its new data collection system.

Texas—Each fall, the state collects exiting data for the previous year. Data reported for school year 1999-2000 are actually for students exiting in 1998-99.

Washington—The state's exiting data are for school year 1998-99.

Tables AE1-AE4: Discipline

Arizona—The state attributed the increase in the number of students reported in the category removed by a hearing officer to a change in collection methodology. The decrease in removal by school personnel and in weapons offenses is being attributed to the state's "zero tolerance" policy.

Arkansas—The state noted that the increase in the number of short-term suspensions and in the unduplicated count of children subject to unilateral removal are attributed to this being a new data collection. This was only the second year that the districts were required to report discipline data, and the data manager believes some of the information may be incorrect.

Bureau of Indian Affairs—The Bureau noted that the race/ethnicity data do not match the computed totals. The Bureau further noted that it is unable to correct the error and attributed the year-to-year differences to the newness of the collection and to problems collecting the data at the district level.

California—The state noted that the variation from the previous year in the unduplicated count of children subject to unilateral removal was due to an error in reporting last year's data.

Delaware—The state noted that variations in all the discipline data from 1998-99 to 1999-2000 are the result of incomplete data reported for 1998-99.

Kentucky—The state attributed the changes in the discipline data from 1998-99 to 1999-2000 to the new data collection system. The state further noted that reporting discipline data remains problematic for Kentucky because reporting covers the entire year, and the same student may have multiple incidents to be reported. Kentucky does not have an individual student record system.

Louisiana—The state was unable to report an unduplicated count of children subject to unilateral removal for drug or weapon offenses.

Massachusetts—The state attributed year-to-year changes in the discipline data to a new data system and more accurate reporting in 1999-2000.

Missouri—The state indicated that variations in the discipline data from 1998-99 to 1999-2000 are the result of reporting some categories for the first time. In 1998-99, disability by condition and race/ethnicity were optional categories in the discipline collection, and Missouri did not report them.

New Mexico—The state noted that the discipline data are still collected on a paper and pencil form because the state has not had enough time to incorporate them into the unified data collection system. This was the second year that the state provided discipline data, and this year, there was wider participation than in 1998-99. The collection has not had enough time to establish itself; therefore, significant changes are expected.

Ohio—The state indicated that increases from the previous year in the number of children subject to unilateral removal for drug and weapon offenses might be a result of a major emphasis by the state on safe and drug-free schools. Student codes of conduct and state law leave little discretion regarding the consequences for certain types of behavior.

Oklahoma—The state reported that the changes in the discipline data from the previous year are the result of more accurate reporting in 1999-2000.

Pennsylvania—The state noted that collecting the discipline data has been problematic. The data are hard to collect at the district level because of the state's collection methodology. In addition, there are conflicting definitions used at the state and district levels. The state will address the problem with more data collection training at the state and local levels.

Tennessee—The state attributed the variations in the discipline data from 1998-99 to 1999-2000 to a change in its data collection methodology. The 1998-99 data were collected by way of a separate survey. This year's data are collected as part of the special education reporting system.

Wisconsin—The state was unable to report an unduplicated count of children subject to unilateral removal for drug and weapon offenses.

Table AH1: Counts of Infants and Toddlers Served

Illinois—The state reported that the increase in the child count from 1999-2000 to 2000-01 is a continued result of massive Child Find efforts mandated by the state courts. Further, the state also began allowing children to remain eligible until age 3 regardless of their progress.

Tables AH7: Early Intervention Service Settings

Colorado—The state of Colorado attributes the increase in the number of children served in the home setting category to a change in focus to concentrate on getting children out of center-based programs and providing more services in natural environments. One of the larger counties in the state transformed its entire project from center based (programs for developmental delay) to focus on providing services in natural environments.

Connecticut—The state reports that the decrease in the number of children served in the programs for typically developing children setting is a result of training staff on the definition of the category.

Illinois—The state reports that its increased child count resulted in more children served in all settings categories from 1998-99 to 1999-2000. This is more apparent for the home settings category as a result of an emphasis on providing services in natural environments.

Indiana—The state reports that the change in the number of children served in different settings, in particular the 71% increase in the home setting, reflects the shift toward providing services in natural environments.

New York—The increase in the number of children served in the service provider location setting is primarily the result of guidance given to counties regarding how to code specific settings in the state's data collection program.

Puerto Rico—The decrease in the service provider location category (59.3%) is the result of the late receipt of settings data for children served by the Department of Education. The data were not received from the Puerto Rico Department of Education until after the February 1, 2001, date of submission, for a total of 205 children. The state did not submit revised data for this count.

Texas—The state reports that the increase in the number of children served in the other settings category is due to the incorrect classification of some children in 1998-99. In the first year after the family child care category was dropped from the Federal reporting requirements, programs may have reported children receiving care in the family child care setting as receiving services in home-based rather than the other settings category. The state is now correctly reporting these children.

Table AH12: Early Intervention Program Exiting

Alabama—The state reports that the 75% decrease in the attempts to contact unsuccessful category is a result of the state's changing the way the exit data for this category are collected. In 1998-99, two of the state's exiting reasons were combined to construct the Federal attempts to contact unsuccessful exit category. For 1999-

2000, these categories are no longer combined, and the state is now correctly reporting in this category.

Connecticut—The state reports that the increase in the number of children exiting under the categories Part B eligibility not determined, withdrawal by parent, and attempts to contact unsuccessful, as well as the decreases in the number who exit to other programs and exit with no referral are a result of improving the state's data system. The state also began running reports showing each program where data were missing. This also helped to improve data accuracy.

Georgia—The state explains that the increase in the number of infants and toddlers exiting is the result of improvements to the data collection procedures. Georgia is now able to accurately report exit data. In the previous year (1998-99), the state of Georgia was unable to accurately report exit data and as a result underreported the number exiting.

Illinois—The large increase in the Part B eligibility exiting category was a result of the state's implementing a policy allowing children to remain eligible until age 3 regardless of progress. The increase in the total number of children exiting is related to increases in Child Find efforts and the corresponding increased child count.

Indiana—The state reported that the increase in the total number of children exiting is due to increased enrollment. The state noted that some other changes (completion of IFSP, withdrawn by parent, attempts to contact unsuccessful) should be expected if the state is beginning to reach children whose need for services is less severe.

Oklahoma—The state attributes the increase in the number of children exiting under the Part B eligible category, and the decreases in the number of children exiting with no referral and with Part B eligibility not determined, to its creation of a new database and training emphasis on the accurate reporting of data.

Texas—The state reports that the increases in the categories exit with no referral and deceased are correct. Though the increase in the number deceased seems large (125 in 1998-99 and 166 in 1999-2000), in 1997-98 there were 143 deceased, suggesting some variation across years. In addition to the year-to-year variation, the state also believes that some of the reported increase in deaths is due to an increased number of medically fragile infants entering into services as a result of efforts on the part of programs to link with neonatal intensive care units.

The state explains the decline in the number of children withdrawn by parent as the result of changes in how the state classifies children who moved within the state. In 1998-99, children who exited for this reason were included in the withdrawal by parent category. In 1999-2000, these children were removed from the exit number, since they were not really exiting Part C services.

Wisconsin—The state reports that the increase in the number of children exiting under the Part B eligible category reflects better reporting as well as significant increases in the number of children served in the 1999-2000 child count. Wisconsin's data require local programs to update the information on the children when they exit. With prodding from state staff, the local programs are more consistently reporting the changes.

In addition, the state also indicated that in 1999-2000 its reporting system did not include all the exit reasons used in the Federal report. The system has since been updated to include all of the Federal exit reasons.

Table AH10: Early Intervention Services

Alabama—The state reports that the 1998-99 count of other services incorrectly included service coordination. To correct this, a statement was placed on the bottom of the form explaining which services were included in "other." As a result, in 1999-2000, service coordination was no longer included in the "other" count. This resulted in the extreme difference in the numbers across the years.

Illinois—The state reports that the increase in the number of services provided is the direct result of the increased child count.

Indiana—The state reports that the increases in speech-language pathology and audiology services are due to continuing outreach efforts and implementation of universal newborn hearing screening. The majority of the increase in assistive technology was for speech and hearing-related equipment. The decrease in transportation services is the result of a change in the location of services to the child's home.

New Mexico—The state reports that the increase in the other early intervention service category is consistent with the increase in the number of children served and with providers becoming more proficient with data entry into the FIT database.

Puerto Rico—The state reported increases in several service categories and offers the following as explanations:

1. The increase in special instruction is a result of the state's changing how it classifies instructions to families. Instructions to families were being provided; however, they were counted under family training. The state has changed the classification and now counts instructions to families under the special instruction service category.

2. The state explains that the increase in the number of audiology services is a result of the state's failing to include audiology-related services, such as fitting/adjustments of earphones, in previous counts.

Wisconsin—The state suggests that the decrease in the transportation service category is the result of more children receiving services in the home.

Table AH4: Early Intervention Personnel Employed

Illinois—The state reports that in 1998-99, special educators were incorrectly reported under the orientation/mobility personnel category. In the same year, the service coordinators were counted as other professional staff. These errors were corrected for the 1999-2000 reporting year.

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